DOCUMENT RESUME

ED 407 900 HE 030 148

TITLE	Progress Report on the Effectiveness of Collaborative Student Academic Development Programs.
INSTITUTION	California State Postsecondary Education Commission, Sacramento.
PUB DATE	Dec 96
NOTE	145p.
AVAILABLE FROM	California State Postsecondary Education Commission, 1303 J St., Suite 500, Sacramento, CA 95814-2938 (single copy free).
PUB TYPE	Reports - Evaluative (142)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Academic Aspiration; College Admission; *College Preparation; College School Cooperation; *Compensatory Education; Cooperative Programs; Developmental Studies Programs; Enrollment; Equal Education; Higher Education; *Minority Groups; Outcomes of Education; *Program Effectiveness; Resource Allocation; Secondary Education; State Programs; Student Recruitment; Transitional Programs
IDENTIFIERS	*California

ABSTRACT

This study examined the progress of nine collaborative student academic development programs in California which focused on improving the preparation of secondary school students for college and university study. The programs were selected for inclusion on the basis of commonalities along the following dimensions: a goal of increasing the number of students pursuing higher education from groups with historically low college-going rates; collaboration between public schools and higher education institutions; emphasis on direct services; and a focus on the transition between secondary and postsecondary education. Those programs studied were: Advancement via Individual Determination; Alliance for Collaborative Change in Education in School Success; California Academic Partnership Program; California Student Opportunity and Access Program; College Readiness Program; Early Academic Outreach Program; Mathematics, Engineering, Science Achievement; Middle College; and the Urban School-Community Collaborative. Overall, it was found that the programs were effective in helping students prepare for college. Among 1994 high school graduates, program participants attended colleges and universities at a rate of 64.5 percent (compared to a statewide rate of 53.2 percent and a rate among students from similar backgrounds of 42.6 percent). Extensive tables and graphs detail the study's findings. An appendix provides a detailed report of the participation of individual California secondary schools in each of the projects. (JLS)

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AVID
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CRP
EAOP
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UCSCol

PROGRESS REPORT ON THE EFFECTIVENESS OF COLLABORATIVE STUDENT ACADEMIC DEVELOPMENT PROGRAMS

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

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DECEMBER 1996 COMMISSION REPORT 96-11

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Summary

In 1992, the Commission assessed the effectiveness of collaborative student academic development programs which had a collective goal to increase college preparation among students from groups for which there was documented low college eligibility and college-attendance rates. That report, in responding to Supplemental Language to the 1988-89 Budget Act, concluded that the programs studied had meet their educational equity goals and had enhanced collaboration between public schools and postsecondary institutions.

This current study examines the progress of nine collaborative student academic development programs during the period since the 1992 publication of the *Final Report on the Effectiveness of Intersegmental Student Preparation Programs*. Those programs -- all but one were included in the initial study -- are Advancement via Individual Determination (AVID); Alliance for Collaborative Change in Education in School Success (ACCESS), California Academic Partnership Program (CAPP); California Student Opportunity and Access Program (Cal-SOAP); College Readiness Program (CRP), Early Academic Outreach Program (EAOP), Mathematics, Engineering, Science Achievement (MESA); Middle College (MC); and, Urban School-Community Collaborative (UCSCol).

Overall, this report finds that the examined programs assist students preparing for college to excel academically, to take full advantage of subsequent postsecondary education opportunity, and to reduce the need for remedial education in college. A set of specific conclusions and recommendations are offered.

The Commission adopted this report at it meeting on June 3, 1996, on recommendation of it Educational Policy and Programs Committee. For more information about this report, contact Penny Edgert, Assistant Director of the Commission, at (916) 322-8028 or by E-mail pedgert@cpec.ca.gov. Copies of the report may be ordered from the Commission at 1303 J Street, Suite 500, Sacramento, CA 95814-2938; telephone (916) 445-7933.

PROGRESS REPORT ON THE EFFECTIVENESS OF COLLABORATIVE STUDENT ACADEMIC DEVELOPMENT PROGRAMS

A Report of the California Postsecondary Education Commission

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1303 J Street • Suite 500 • Sacramento, California 95814-2938

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

COMMISSION REPORT 96-11
PUBLISHED DECEMBER 1996

Contributing Staff: Penny Edgert and Jan Taylor

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DEDICATION

To: C. Douglas "Doug" Barker
February 17, 1938 - March 29, 1995

Our friend, colleague, supporter, and fellow searcher for social justice.

For a lifetime of extraordinary service to the students that these programs prepare academically to pursue their educational goals and, hopefully, inspire spiritually to continue our mutual efforts to ensure educational equity for all our children.

The Many Faces In Collaborative Student Academic

AVID
ACCESS
CAPP
Cal-SOAP
CRP
EAOP
MESA
MC
UCSCol

Development Programs Who Are California's Future

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1 Executive Summary

Historical overview

Pursuant to Supplemental Language to the 1988-89 Budget Act, the Commission assessed the effectiveness of collaborative student academic development programs whose collective goal was to increase the number of students prepared to attend college from groups with documented low eligibility and college-going rates. The specific directive stated:

> The California Postsecondary Education Commission shall develop and implement a strategy to assess the impact of intersegmental programs designed to improve the preparation of secondary school students for college and university study. The purposes of the report shall be to identify those programs and institutional activities which are successful and to recommend priorities for future state funding to improve student preparation.

At the conclusion of the three-year study, *Final Report on the Effectiveness of Intersegmental Student Preparation Programs* was published in 1992 and presented the Commission's conclusions and recommendations about these programs. Simply stated, the Commission concluded that the programs included in the study were both effective and efficient in meeting their objectives and contributing to the achievement of statewide educational equity goals. Further, the Commission concluded that the collaboration between the public schools and higher education that is integral to these programs contributed immeasurably to their success and that these programs had set the stage for the legitimation of collaboration as a valuable and effective means by which to achieve myriad educational goals and objectives.

Jessica Lozoya, a senior at CSU Los Angeles, describes her high school years as very challenging, yet supportive. "I had the support from teachers and my counselor, yet the greatest blessing was the person that walked me, practically held my hand, through the whole process. That person was my Cal SOAP advisor." The Cal SOAP program informed Jessica of all the necessary requirements. It ensured that her SAT was taken, that her applications were completed accurately, and the fee waivers for such, made it possible for her to believe that a college education was a reality. The fee waivers were extremely useful, since her family couldn't afford this process. Jessica also remembers the assistance she received with completing the admissions applications, which were foreign to her. "I am the first in my family to attend college, so no one had a clue as to how to fill them out." Jessica was also a Cal SOAP scholarship recipient, when graduating from La Serna High School. ***California Student Opportunity and Access Program (Cal SOAP)***

In many ways, this previous study wedded two long-standing and continuing areas of Commission interest: educational equity and collaboration.

Educational Equity: Since the early 1980s, the Commission has advocated the importance to the State of making progress in achieving educational equity such that its vision, as presented in its declaration of policy, could become a reality:

> The Commission envisions a California of tomorrow as one in which all Californians have an expanded opportunity to develop their talents and skills to the fullest, for both individual and collective benefit. This vision is one in which the characteristics of Californians -- ethnicity, race, language, socioeconomic status, gender, home community, and disability -- do not determine educational accomplishments and achievements (*The Role of the Postsecondary Education Commission in Achieving Educational Equity: A Declaration of Policy*).

In so doing, the Commission has recommended the development and implementation of policies, programs, and practices that seek to ensure that all students have opportunities to prepare for and succeed in college in order that they may become productive and contributing members of the California of tomorrow. Concomitantly, the Commission has articulated the unique role that higher education can play in preparing students to participate in a world that will be characterized by diversity in various senses -- intellectually, linguistically, culturally, racially, ethnically, and in other ways yet to be imagined -- and educating students for that world is among the most crucial and challenging responsibilities for our colleges and universities.

Collaboration: Collaboration has long intrigued the Commission as a viable and effective means by which to achieve educational objectives. In the policy declaration cited above, the Commission noted "the essential dependence on elementary and secondary schools to prepare students for higher education and the responsibility of postsecondary education to cooperate with schools in this effort." Moreover, *The Challenge of the Century* -- the Commission's most recent planning report -- has a section specifically devoted to encouraging greater collaboration between public schools and postsecondary education and among the sectors that comprise California's post-high school educational enterprise.

Present study

The current study examined the progress of nine collaborative student academic development programs since the last report in achieving their individual and collective objectives. Programs were selected for inclusion in the study on the basis of their commonalities along the following dimensions:

- Program goal: To increase the number of students who pursue higher educational opportunities from backgrounds and communities with historically low eligibility and college-going rates;
- Program strategy: Collaboration between public schools and higher education institutions as well as among colleges and universities;
- Program approach: An emphasis on direct services to students, although several of the programs include a focus on improving curriculum and instruction through the provision of services to teachers and counselors; and,
- Program focus: The transition between secondary and postsecondary education.

The participating programs are:

1. Advancement via Individual Determination (AVID) -- administered by the AVID Center and the California Department of Education that involves 141 school districts and the public higher education sectors;
2. Alliance for Collaborative Change in Education in School Systems (ACCESS) -- administered by the Lawrence Hall of Science of the University of California, Berkeley that involves the campus and neighboring urban school districts;
3. California Academic Partnership Program (CAPP) -- administered by the Chancellor's Office of the California State University that includes six school districts and both public and independent colleges and universities;
4. California Student Opportunity and Access Program (Cal-SOAP) -- administered by the California Student Aid Commission that involves 36 school districts and both public and independent colleges and universities;
5. College Readiness Program (CRP) -- administered by the Chancellor's Office of the California State University and the California Department of Education that includes 10 school districts and five State University campuses;
6. Early Academic Outreach Program (EAOP) -- administered by the Office of the President of the University of California that involves 131 school districts and all general University campuses;
7. Mathematics, Engineering, Science Achievement (MESA) -- administered by the Office of the President of the University of California that involves 69 school districts and both public and independent colleges and universities;
8. Middle College (MC) -- administered by the Chancellor's Office of the California Community Colleges that involves two school districts and two community colleges; and,
9. Urban School-Community Collaborative (UCSCol) -- administered by the Office of the President of the University of California that involves 45 schools districts, University and State University campuses, and 28 community-based organizations.

Eight of these nine programs participated in the earlier review; UCSCol, a relatively new program, was included because of its similarity in goals and collaborative approach to the other programs.

Principles underlying the Commission's conclusions and recommendations

In the previous study, the Commission stipulated two principles that formed the foundation for its conclusions. Those principles remain central in the current assessment of these programs and, therefore, they bear repeating:

1. The primary goal of these programs -- individually and collectively -- is to prepare students for college, irrespective of whether the participants ultimately choose to pursue postsecondary educational opportunities. The continued ap-

propriateness and significance of this goal is premised on the following observations:

- Preparing for college by taking courses that are academically rigorous and performing well in those classes ensures that students will have an array of options and choices upon high school graduation rather than being restricted because of earlier decisions that may have been made without full knowledge of their possible consequences; and
- The knowledge, skills, and attitudes gained while preparing for college will be equally beneficial if students choose other post-high school paths, such as the military or the marketplace.

2. These programs arose because schools have demonstrated an uneven level of success in educating all students. The eligibility study conducted periodically by the Commission evidences that California's schools are more effective in educating students from specific communities and backgrounds than from other neighborhoods; currently, our elementary and secondary school systems are most successful in educating Asian and White students, youth residing in suburban communities, and children from affluent families as documented by the high rates at which they achieve eligibility to attend the State University and University and, in fact, enroll in California's colleges and universities. The Commission continues to anticipate that the school reforms initiated in the early 1980s, coupled with the knowledge gained from these programs that can be incorporated into all California schools, will result in a diminishing need for these programs in the future because our educational system will enhance its effectiveness in educating all students. However, until this transformation in our schools is further along than this study evidences, these programs continue to be instrumental in achieving statewide educational equity goals.

Conclusions and recommendations

Based upon these principles and the results from this study, the Commission offers a set of conclusions and recommendations to the Governor, Legislature, educational systems, and statewide managers of collaborative student academic development programs on the three general issues of program participation, operations, and collaboration.

Program Participation

CONCLUSION 1: The programs have clearly demonstrated their effectiveness in achieving their individual and collective goal of increasing the number of students from groups with low eligibility and college-going rates who are prepared and enroll in college.

In general, the programs participating in this study have provided solid evidence that they are effective in meeting their individual objectives and contributing to the achievement of statewide educational equity goals. The California Academic Partnership Program (CAPP) -- due to the shortness of its funding cycles -- and the Urban Community-School Collaborative (UCSCol) -- due to its newness -- were unable currently to provide empirical information for the Commission to make a

definitive judgment on their effectiveness, but the preliminary indicators suggest that these programs over time will be able to demonstrate success in achieving their objectives.

As a group, the effectiveness of these programs is indicated by the college-going rates of their participants: *In 1994, 64.5 percent of the high school seniors participating in these programs enrolled in college; that same year, the college-going rate of high school graduates statewide was 53.2 percent. That is, the college-going rate for program participants -- a majority of whom are from backgrounds and communities in which college attendance is an exception -- was over 11 percentage points higher than for all California seniors -- a majority of whom come from backgrounds and communities in which college participation is a tradition.* The pattern of college attendance for program participants at institutions that offer degrees at the bachelor's or higher levels was equally impressive. The proportion of program participants enrolling in the University of California and California State University essentially was double the corresponding percentage of their classmates statewide. *Of the 1994 program participants who graduated, 14.3 percent enrolled in the University of California that fall; 7.3 percent of the 1994 graduating class statewide did so. Of seniors across the state, 8.5 percent enrolled at campuses of the State University; 17 percent of program participants attended those campuses in 1994. In terms of enrollment at California's independent institutions, the statewide rate at the freshman level was 2.2 percent in 1994; over five percent of program participants enrolled in independent colleges and universities that year.*

RECOMMENDATION 1.1: The Governor and Legislature should develop a state policy and provide resources to expand these programs such that all students from groups with documented low eligibility rates may participate in these programs in order to prepare for college.

This recommendation is essentially the same as offered in the last report because, while there has been some growth since the last study, the expansion recommended previously by the Commission has not occurred on the scale necessary to achieve statewide educational equity goals. Clearly, if these effective programs are to make a statewide impact, the number of participants needs to increase considerably.

In what ways should the size of these programs grow? The Commission previously recommended four areas in which the number of program participants should expand and, to some extent, growth has occurred in each of these areas:

- Schools throughout the state -- Over 15 percent more schools participated in these programs than five years ago; however, only 7.5 percent of the elementary and secondary schools statewide were involved in these programs in the 1994-95 year;

- Students throughout the state -- The number of program participants rose by 23 percent in five years, yet only 8.6 percent of students statewide from groups

with documented low eligibility and college-going rates participated in these programs in the 1994-95 year. This figure reflects essentially the same proportion as reported in the last study which indicates that the programs' growth is barely keeping pace with the statewide school enrollment boom, particularly among those student groups whose eligibility rates are low;

- Rural area students -- The proportion of White students participating in these programs rose since the last study which suggests that more rural areas are involved in these programs; however, the eligibility rate for rural areas remains among the lowest in the state. Therefore, expanding participation in rural communities should be a high priority when expansion of these programs is considered; and,

- Elementary school students -- While the majority of students served by these programs are in grades eight through twelve, a greater proportion of the program participants were in the earlier grade levels than in the previous report. Increasingly, there is recognition that these programs, to be maximally effective, should begin as early as possible in a student's educational career.

What would be the cost of implementing this recommendation? Currently, the average cost for serving a student in these programs is approximately $140 per year, or a total of $19,105,713 across all nine programs. As indicated previously, approximately 8.6 percent of the students in the state in grades 7-12 from groups with low eligibility and college-going rates participated in these programs in the 1994-95 year. To serve all students from those groups at the current cost per student would require $222,159,453. Of that amount, $61,258,243 would be from State resources; $145,830,486 would come from institutional resources; and the remainder from private and federal funds. The cost for all students in grades 7-12 to participate in these programs would be $503,781,921, of which the State would spend $139,540,928 and the institutional share would be $330,693,839.

While these figures may seem enormous at first glance, they represent an effective investment in the State's future at a relatively minimal cost -- less than 0.5 percent of General Fund resources for the 1995-96 year to serve all 7-12 graders from groups with low eligibility and college-going rates and less than 1.1 percent of the General Fund to serve all 7-12 graders statewide.

RECOMMENDATION 1.2: The Governor and Legislature should consider State support for these programs that includes funding from the Propostion 98 guarantee.

To date, the majority of State support for these programs has been appropriated from the non-Proposition 98 portion of the General Fund. However, these programs provide direct services to students and, in some cases, to teachers. As such, they meet the criteria that has been established for receiving support from the portion of the General Fund that is linked to the Proposition 98 guarantee -- that portion which has the greatest potential to support program expansion. However, in order to comply with the recent settlement of Gould vs CTA, the operations of

some of these programs may need to change in order that local education agencies are the central administrative locus of control. In making any necessary adjustments to conform to the spirit and intent of the settlement, the programs should remain collaborative with respect to governance, service delivery, and support bases.

CONCLUSION 2: These programs have been efficient by focusing their limited resources on students who are from groups with low eligibility and college-going rates and, therefore, are most likely to need assistance in preparing for college.

The goal of the programs included in this study -- individually and collectively -- is to increase the eligibility rates of students from groups whose historical rates remain low in order to minimize the rate differentials among student populations. In the fourth section in this report, the importance of minimizing these rates is discussed as a necessary prerequisite to achieving "diversity on the natural" -- a term used by Governor Wilson and a concept incorporated into the Board of Regents' policy that eliminates consideration of race, ethnicity, gender, national origin, and color in the admissions, employment, and contracting practices at the University of California. Similarly, enhancing eligibility rates is also a precondition for achieving statewide educational equity goals.

Because there are insufficient resources currently to provide an opportunity for all students in the state to participate in these programs, the criteria for student selection becomes a major programmatic concern. To date, the general rationale for selection of program participants has rested on two fundamental premises:

1. These programs should function in an inclusive and nondiscriminatory manner such that no student is denied needed program services for reasons related to his or her background or personal characteristics. This premise has resulted in programs whose student populations span the racial-ethnic, gender, socioeconomic, and geographic spectrum of California.

2. These programs focus on serving students from groups with documented low eligibility and college-going rates in order to achieve their stated objectives.

These premises, taken in combination, have resulted in these programs functioning in a nondiscriminatory manner, yet concentrating their resources on those students who are most likely to need program services to prepare for and succeed in college.

RECOMMENDATION 2: The Governor, Legislature, and governing boards of the public higher education systems should reaffirm their support for the programs' goals -- increasing the number of students from groups with low eligibility and college-going rates who are eligibile for college -- and their focus in terms of participating schools and students.

This recommendation calls for the reassertion by State policy makers of the importance of achieving the programs' goal to enhance the eligibility rates of the stu-

dents from groups with documented low rates. Moreover, this recommendation acknowledges that programs will, by necessity, be in a position where they will have to choose the schools that will be involved and, in some cases, the students within the schools who will be served. In the optimum situation, choices would be unnecessary because resources would be sufficient that all schools and all students throughout the state would reap the benefits from these programs. However, unless and until those additional resources become available, the Commission recommends that these programs continue to focus their support on students from groups with low eligibility rates who need these services in order to prepare for college, but that efforts continue to be made to ensure that the programs be inclusive and nondiscriminatory in their selection processes.

Program Operations

CONCLUSION 3: These programs currently provide a comprehensive array of services to students beginning in the late elementary school years through high school that are designed to prepare them for college.

Originally, the services provided by these programs were either informational or motivational in nature: the informational services were directed toward students in the late high school years and involved assistance in the completion of admissions and financial aid forms; the motivational activities focused on students in grades 7-9 and were designed to inspire them to seek a college education. Today, a holistic approach has been developed by several of these programs to prepare students for a college education in which activities are designed to be essentially grade-specific in recognition of different needs of students at various points in their educational careers. As a consequence, the array of services has expanded to include academic skill development workshops, tutoring, college admissions test preparation workshops, intensive summer residential programs, and academic competitions as well as the traditional motivational presentations, field trips, and assistance with college admissions and financial aid applications.

While the Commission continues to support the delivery of comprehensive services to students that acknowledges different needs of students at varying grade levels, the Commission makes two specific recommendations with respect to expansion of program activities:

RECOMMENDATION 3.1: These programs should intensify their academic enrichment services and activities due to the increasingly competitive nature of college admissions.

As noted in this report, simply achieving eligibility to attend the State University or University is no longer a guarantee of admission to the more selective campuses in those systems. Rather, students need to excel academically both in terms of their performance in courses and on college admissions tests in order to have a reasonable chance to be admitted to the campuses of their first choice. As such, these programs should accommodate this changing situation by dedicating additional attention and resources, if necessary, to ensuring that program participants

are able to successfully compete in this more challenging environment, particularly in light of the decision by the Board of Regents to eliminate consideration of race, ethnicity, gender, color, and national origin in its admissions process. Enhancing the capacity of program participants to compete among students whose performance indicators are becoming stronger with each graduating class by concentrating on the achievement of academic excellence may represent the best opportunity for assisting students to achieve their individual goals, for supporting institutional efforts at diversifying their student bodies, and for realizing statewide educational equity goals.

RECOMMENDATION 3.2: These programs should further their activities that seek to enhance the involvement of families in students' educational careers.

Particularly in the younger grades, but throughout secondary school as well, the involvement of families in the educational lives of students is essential because family members can be both encouragers and motivators as well as advocates for the student with the school system. Particularly with the declining number of counselors in schools, a student's relatives may be required to play an increasingly active role in obtaining relevant information, making decisions about courses in which to enroll, and seeking assistance in securing supplemental support, when needed, if a student is to successfully navigate through the college preparation and admissions waters. These programs provide a vehicle through which relatives can learn the importance of early planning for college attendance, the specific courses in which students should enroll, the intricacies of the college admissions process, and the relevant issues to discuss with school administrators and college representatives. As a consequence, these programs should assume an educative role, as appropriate, with relatives in order that they are prepared to assist their family members to achieve their postsecondary educational aspirations.

Program collaboration

CONCLUSION 4: Further levels of collaboration within individual programs and among this set of programs have occurred over the last five years.

Almost without exception, each program evidenced greater involvement and collaboration, as measured by number of institutional participants, since the last report. This evidence suggests that the strategy of collaboration may be enhancing its potency in California's educational enterprise. Further, the involvement of more institutional participants has resulted in more programs resources and the capacity to provide additional services to a growing number of students, particularly from groups with low eligibility and college-going rates.

Moreover, these programs have enhanced collaboration among themselves. Illustrative examples of collaboration among these programs include the implementation of the University of California Admissions Achievement Program (UCAAP) which has become a joint effort between the Early Academic Outreach Program (EAOP) and the California Student Opportunity and Access Program (Cal-SOAP); professional development activities for teachers in the Oakland school system spon-

sored by EAOP and the Alliance for Collaborative Change in Education in School Systems (ACCESS); and, the symbiotic relationship between the Advancement via Individual Determination (AVID) Program and the College Readiness Program (CRP) that provides both direct services to students and activities designed to encourage whole school reforms. The movement of these programs to jointly sponsor activities and to coordinate their resources and expertise to deliver more comprehensive services to schools and students is clearly an efficient and effective means by which to enhance services to the growing population of students needing them in order to prepare for college.

In *The Challenge of the Century*, the Commission devoted a section to statewide and regional collaboration and postulated that "the educational resources of each region must be coordinated to more effectively meet the educational needs of the residents of that region". Given that these programs exemplify the spirit behind that recommendation and contribute to regional collaboration at a micro level, the Commission offers two additional recommendations to extend further the benefits from program collaboration.

RECOMMENDATION 4.1: Statewide managers of these programs should coordinate their efforts with specific activities designed to improve the teaching-learning process.

The intent of this recommendation is to encourage this set of effective programs that are, in large measure, student-centered to stretch their boundaries and collaborate with other programs and institutional efforts designed to improve the teaching-learning process through intensive pre-service and professional development activities. California is fortunate in that, within the state, there are national initiatives such as the Eisenhower Professional Development Program, state initiatives such as the Subject Matter Projects, and campus initiatives such as the State University's Pre-Collegiate Programs and those described in the recent publication, *UC and the Schools: A Guide to the University of California's Pre-Collegiate Programs*. Fostering greater coordination among programs that have different strengths, resource bases, and strategies can only extend the effectiveness of each program functioning separately and, in that way, address the challenges facing California education in a more comprehensive manner.

RECOMMENDATION 4.2: The Governor, Legislature, and educational systems should develop a statewide campaign to disseminate information to students and their families on academic and financial planning for college.

Disseminating information on the academic and financial planning that is required in order for students to attend college is an activity that is particularly appropriate to coordinate on a statewide basis rather than creating a situation where every college in the state and every student-centered program produces and distributes their own materials. Recognizing the potential for collaboration and intending to discourage duplication of effort, the Commission recommended in *The Challenge of the Century* the development of

> . . . a comprehensive and integrated statewide public information program aimed initially at the parents of elementary and middle school students, but ultimately covering all parents and students, that deals with (1) the civilian and military educational options generally available to California students after high school, with particular emphasis on the options offered by schools, colleges, and universities; (2) the academic and other skills required to be eligible for admission to these options; (3) the likely cost of each option, together with the types of financial assistance available to students unable to fully meet that cost; (4) the State's expectation regarding the financial contributions of parents to the postsecondary education of their children; and (5) alternative postsecondary savings plans available to parents and children . . . .

The Intersegmental Coordinating Committee of the California Education Round Table has begun the task of implementing this recommendation on a moderate basis the past two years. Given the relative effectiveness and the degree of interest evidenced by educators across the state in this effort, this activity should become statewide in scope and reach the various corners of California Moreover, this campaign should be supported by State resources because it serves a State interest and it will reduce activities, currently supported in part from State funds, that may be duplicative in nature. In the end, a statewide effort funded through State resources may be the most effective and efficient means by which to inform students and their families about their responsibilities for ensuring that they gain the skills, competencies, and knowledge requisite for them to become productive residents who contribute to California's future.

Concerned about what K-12 students were actually learning about science in general and physics in particular, Walter Gekelman, a UCLA physics professor, wanted to bring some of the University's enormous intellectual and laboratory resources to local high schools. Toward this end, he helped found the LAPTAG Distributed Science Collaborative. LAPTAG (Los Angeles Physics Teacher's Alliance Group) is a joint effort involving physics teachers from 16 high schools in three districts, linked with university faculty from UCLA, USC, and Santa Monica Community College, to develop curriculum and materials for quality science for students from highly diverse backgrounds in the Los Angeles area.

"Students will have a chance to do research on state-of-the-art equipment . . . . In other words, do real science," said Fred Carrington, physics teacher at Grant High School. The project is intended to motivate not only the "best and brightest" students, but also those students who have in the past been marginally interested in science. For example, at Palisades High School, over 70 percent of the students are African American and Latino youth bussed in from South Central and East Los Angeles. LAPTAG provides both access to the latest computer technology and involvement in actual research to these students who otherwise would miss this rich experience, according to Palisades physics teacher William Layton. ***Urban Community - School Collaborative (UCSCol)***

Summary

In Governor Wilson's first inaugural address in 1992, he stressed the theme of "preventative government" by declaring:

> "Now, more than ever, to lead is to choose. And the choice that California must make -- the choice that the people and their government must make -- is to give increasing attention and resources to the conditions that shape

> our children's lives and California's future . . . . Prevention is far better than any cure . . . . Together, let us bring preventive government, wise enough to invest in children as well as infrastructure, determined to shift from the remedial to the preventive, from income maintenance to enrichment of individual potential, so that we may set the human spirit soaring, and never be content with warehousing its failure."

The collaborative student academic development programs discussed in this report embody this theme by seeking to assist participants to excel academically at the elementary and secondary school level, take advantage of collegiate opportunities in order that their individual potential is enriched, and reduce the need for remedial education in college. In so doing, these programs benefit individual participants; perhaps, more importantly, they develop the talent for California's future -- a future that will increasingly require the capacity for technological sophistication and innovation coupled with an ability to coalesce a diverse population to live, work, and strive to reach common goals. In short, these effective programs and the lessons that we can learn from them to improve our schools may be the epitome of the type of government that the Governor described back in 1992 and our best hope for California's future.

2 Introduction to the Study

THE COMMISSION has long supported programs conducted collaboratively by the public schools and higher education that prepare students for college. Previous evaluations of two of these programs -- the California Student Opportunity and Access Program (Cal-SOAP) and the Mathematics, Engineering, Science Achievement (MESA) Program -- conducted by the Commission in the early 1980s demonstrated their effectiveness in preparing students from backgrounds historically underrepresented in college to enter and succeed in higher education. Following these assessments of individual programs, the Commission was directed by the Governor and Legislature to conduct a three-year study on the effectiveness of nine collaborative student preparation programs that culminated in a report adopted by the Commission in January, 1992 (*Final Report on the Effectiveness of Intersegmental Student Preparation Programs, 1992*). These programs were judged to be so effective in meeting their goals that discussion of the benefits that accrue to the State from them was included as part of the Commission's response to the Governor's Executive Order to End Preferential Treatment and to Promote Individual Opportunity Based on Merit (*Perspective of the California Postsecondary Education Commission on Educational Equity*, p. 4).

When Maximo Escobedo and his family arrived in the United States from Tujuana, Mexico in 1981, he had many dreams and aspirations, including attending college. Still, there were barriers to be overcome, including Escobedo's limited ability to speak English and a system that did not view him as a prime candidate for college. Still Escobedo and his family insisted that he be placed in college preparatory classes; and, at the end of his sophomore year, he was recruited for a new course designed to assist Clairemont's disadvantaged students in succeeding in a college preparatory sequence and enrolling in postsecondary education: Advancement Via Individual Determination (AVID). Despite the rigor of AVID, Escobedo found the class supportive. "I always considered it as my 'home room,'" he says. Escobedo earned his B.A. degree in graphic design from San Diego State and graduated from the prestigious Art Center College of Design in Pasadena as well. Now a senior graphic designer with the Brooktree Corporation in San Diego, Escobedo has become a founding member of the AVID Alumni Association. When Maximo Escobedo speaks to AVID students, no matter where they are, he finds something in common. "I see a little bit of myself in all of them," he says. ***Advancement Via Individual Determination (AVID)***

Since the Commission's last assessment of these programs, these programs have taken on added significance both because of their specific goals and their demonstrated effectiveness in achieving those goals. In general, these programs have a common purpose: to increase the eligibility and college-going rates of students from groups that have evidenced consistently low rates in the past. To the extent that these programs are effective in enhancing those rates, they have the potential to contribute to meeting several educational challenges facing California today.

Based upon that potential and the current context in which discussions of educational equity are occurring in California, the Commission decided to examine the progress of these programs in achieving their goals since its last report.

Context of this study

As has often been said, California's school population is growing and becoming more diverse with each class. This diversity is reflected in the number of native languages that students speak, in the racial-ethnic communities in which they live, in their socioeconomic levels, and in their preparation for learning. This degree of diversity challenges the educational enterprise in myriad ways and at every educational level. Concomitantly, schools have experienced serious fiscal constraints because of the recession from which California is just now recovering. This confluence of events has given rise to three major issues around which the discussion of education in California has been focused for the past year:

- Improvement in student learning and academic performance in California public schools;
- Reduction in the need for California public universities to offer remedial instruction; and
- Equality and merit in the college admissions process.

Improvement in student learning and academic performance

Evidence continues to accumulate that California's public school students are experiencing difficulties in mastering academic subjects and preparing for either college-level instruction or entry-level positions in "the world of work." In order to address this issue, the California Education Round Table -- composed of the Superintendent of Public Instruction, the chief executive officers of California's public and independent higher education sectors, and the Commission's Executive Director -- have collaboratively produced and are implementing a five-point plan to establish statewide standards and assessment mechanisms that will more closely link teaching and learning in schools with admissions requirements for higher education and the job market. Among the strategies in this collaborative plan is the intention to expand effective efforts that provide additional support for public schools, including the employment of college students to serve as mentors, advisors, and tutors for elementary and secondary school students. This intention is predicated on the success that the academic development programs discussed in this report have demonstrated in the past to enhance the preparation of students for college.

Reduction in the need for remedial instruction at the university level

Over the past two years, the State University, in particular, has embarked on an examination of the nature and extent of the need for remedial instruction on its campuses. Information indicates that, based upon placement tests administered by the State University, over 40 percent of the entering freshmen in 1994 were placed in remedial classes in English and mathematics despite the fact that these students met the system's admissions requirements. After a year-long examination, the Board of Trustees adopted a plan to significantly reduce the need for remedial instruction within the next decade through a concrete set of actions whose focus is

on collaborative engagement with the schools. While much of the plan centers on supporting teachers and reevaluating assessment instruments and the timing of their introduction into the schools, directly assisting students to master English and mathematics skills will be integral to this plan. To the degree that collaborative academic development programs in this report have designed and implemented effective models to both support students and teachers in mastering these basic skills, they provide valuable information and guides for a comprehensive effort to reduce the need for remedial instruction in the future.

Equality and merit in the college admissions process

The University of California is in the process of eliminating any consideration of race, ethnicity, gender, national origin, color, or religion in its admissions process or practices as a consequence of the action of its Board of Regents on July 20, 1995. Stipulated in the same action is the intention to maintain an emphasis on educating an University student body that reflects the State's diversity. The challenge for the University in meeting this combination of objectives is the current differential rates of eligibility to attend the University among racial-ethnic groups -- rates that make it virtually impossible at present to achieve diversity without some consideration of race and ethnicity in the University's admissions process among eligible applicants to its most selective and oversubscribed campuses. The success of the programs discussed in this report in substantially enhancing the eligibility rate for admission to the University among students from groups whose present rates are low contributes in two ways to meeting the challenge facing the University: (1) the programs continue to increase the number of students currently eligible for the University; and (2) these programs provide a key to the services and activities that must be delivered on a statewide basis in order to eliminate the need to consider race and ethnicity in the admissions process, while ensuring that the student body will reflect California's population in the future.

The academic development programs discussed in this report function at the nexus of secondary and postsecondary education. As such, they offer valuable information and experience upon which to build statewide efforts to improve student learning and performance -- an effort which should reduce the need for remedial instruction at the collegiate level and produce an eligible and competitive pool of students across the racial-ethnic spectrum such that the need to consider race and ethnicity in the admissions process is minimized, but the goal of enrolling a diverse student body is maximized. As such, the examination of these programs at this time should lead to the framing of public policy recommendations that will ensure that the State has a continuous stream of educated and emerging leaders and workers to maintain its preeminent role economically, technologically, socially, and politically in the future.

The Commission's last report on academic development programs

In supplemental language to the 1988 State Budget, the Commission was directed to conduct a comprehensive evaluation of existing intersegmental student preparation programs in cooperation with the statewide offices of the public schools and higher education. The specific language was:

The California Postsecondary Education Commission shall develop and implement a strategy to assess the impact of intersegmental programs designed to improve the preparation of secondary school students for college and university study. The purposes of the report shall be to identify those programs and institutional activities which are successful and to recommend priorities for future state funding to improve student preparation...Prior to October 1, 1991, the Commission shall submit a final report identifying those programs which have been most effective in achieving their objectives and recommending priorities for future state funding to improve student preparation (Item 6420-0011-001, 1988-89 Budget Act).

The event that determined Aleece Dixon's career was a visit to her high school by a woman whose name she doesn't even remember.

Dixon was in the tenth grade at Dorsey High School (USC Center) when the woman, an African American civil engineer, came to share her experiences with the MESA students. The woman's speech opened doors.

"Her speech sparked me into engineering. And I don't even know her name," said Dixon, now an industrial engineer for United Parcel Service (UPS) in Cerritos. ***Mathematics, Engineering, Science Achievement (MESA)***

In collaboration with the statewide offices, the Commission identified nine programs to include in the study whose goals and characteristics were similar, but whose strategies for accomplishing those goals differed to some extent. Eight programs have continued since the release of the Commission's report and are included in the current study; the University and College Opportunities Program no longer exists.

After reviewing these programs during the three-year study, the Commission offered five conclusions and recommendations as presented in Display 1. To some extent, these conclusions and recommendations will form the framework for examining these programs in the current study and the extent to which they have contributed to progress in achieving statewide educational equity goals. Finally, this report responds directly to the fourth recommendation from the previous study on the benefits to the State of monitoring these programs on a regular and longitudinal basis.

Organization of this report

The remainder of this report is organized as follows:

- Part Three describes the characteristics of the programs included in this study, with particular attention on substantive changes in program design and implementation since the last report;
- Part Four assesses the extent to which the programs, individually and collectively, are achieving their objectives and contributing to the realization of statewide educational equity goals; and,

DISPLAY 1 *The Commission's Conclusions and Recommendations from the 1992 Study of Intersegmental Student Preparation Programs*

CONCLUSIONS	RECOMMENDATIONS
1. The programs have been so demonstrably effective that they deserve statewide expansion.	The Governor and Legislature should develop State policy and provide resources to expand these programs in order to serve all students in California who, because of their backgrounds and life circumstances, need these programs at this time to prepare for, and pursue, a college education. Expansion should occur in terms of: (1) student participants; (2) school participants; (3) participation in rural areas; (4) residential program components; and, elementary school participation.
2. The programs have clearly demonstrated their efficient use of resources.	The Governor and Legislature should state their expectation that the educational system will continue to develop and implement strategies to ensure that State resources are spent efficiently and unnecessary duplication of services is minimized.
3. The effective components of these programs can and should be incorporated into the operation of every school.	The Governor and Legislature should encourage schools to incorporate in their curriculum, instruction, and counseling practices the most effective components of these programs.
4. The programs should continue to be monitored.	The Commission, in consultation with representatives of the educational system and managers of statewide programs, should develop and implement a process to monitor programs on a regular and longitudinal basis.
5. The programs exemplify collaboration as a vital approach to address educational challenges.	The Governor and Legislature should develop State policy that encourages and supports the educational system in initiating and continuing to develop and implement collaborative approaches to the educational challenges facing California.

- Part Five discusses the lessons that can be learned from these programs in terms of the strategies by which to enhance the preparation of students for college.

The appendix to this report contains a matrix depicting the schools served by each of these programs throughout the state.

3 Characteristics of Academic Development Programs

THIS SECTION of the report will present a description of the nine academic development programs that were examined in this study. Similarities and differences among the programs are identified as a backdrop to assessing the extent to which each has been effective in realizing their specific goals and contributing to the achievement of statewide educational equity objectives. Moreover, this section will present a picture of the breadth and depth of these programs in serving the State's student population. Finally, attention will be directed at determining the extent to which these programs have changed, particularly since the completion of the Commission's last study of these efforts.

When looking at her students, Ena Harris, Principal at Martin Luther King Elementary School in West Oakland, saw that they needed broader opportunities for basic literacy and learning. To meet this need, she and Jabari Mahiri, a professor in the School of Education at UC Berkeley, put together a program that enhances the computer literacy of the school's teachers, students, and their parents.

Most of the students at King Elementary School come from low-income families and face multiple health, nutritional, and social barriers to their academic success. With funding and equipment contributions from the Urban Community-School Collaborative at the UC President's Office, the school has been able to place computers in classrooms and to create a media center with high-level computer and telecommunications capabilities.

The project also places a UC Berkeley graduate student at King School to assist teachers one day per week. "That has been a real support for us," Harris remarked. "Sort of like having a technical advisor here at the school."

Students use the computers to prepare their own reports about their studies, themselves, and their community. They have also been active in creating and developing their own Home Page on the Internet -- a resource that provides them with endless possibilities for developing reading and writing skills and with almost immediate rewards for their academic efforts. An additional benefit of the program has been the increased computer proficiency, literacy, and involvement of the students' parents. ***Urban School-Community Collaborative (UCSCol)***

Common program characteristics

California's large array of academic development programs necessitated that the Commission limit its study focus to a subset of these efforts. The previous study used a combination of six characteristics in selecting programs to include in the study and, because the current study sought to examine the progress of these programs over time, those characteristics remained the operative criteria for inclusion in this study. Those criteria are:

- Goal: The programs' purpose is to increase the number of students who pursue higher educational opportunities from backgrounds and communities that have historically demonstrated low eligibility and college-going rates. Moreover, the objective of these programs is to prepare students for higher education rather than to recruit students for a particular campus or system.
- Collaboration: The common strategy for accomplishing this programmatic goal is the development of a cooperative relationship between public schools and higher educational institutions. Often, several schools and campuses from various higher education sectors are involved in the partnership and their involvement extends to designing, managing, and implementing the program collaboratively.
- Administration: While the programs are locally- or regionally-based, they are administered at the state level through a central office.
- Student-centered approach: These programs tend to serve students directly rather than concentrating on improving curriculum or instruction. However, three of the programs -- Advancement via Individual Determination (AVID), the Alliance for Collaborative Change in Education in School Systems (ACCESS), and the California Academic Partnership Program (CAPP) -- have student-centered components but tend to concentrate on curricular and instructional change.
- Student participants: These programs focus on providing services to students from groups who have documented low eligibility and college-going rates. In terms of racial-ethnic groups, Black, Latino, and Native American students currently have low rates; in terms of geographic regions, students in rural areas have low eligibility and college-going rates; and, in terms of socioeconomic status, students from low-income families have low rates. Therefore, at present, these programs focus on students from those groups but they provide services to students from other groups as well.
- Secondary-postsecondary transition: These programs are centered on the transition between high school and college as contrasted to the flow within higher education.

It should be noted that these six characteristics define the population of programs to be included in this study; no judgment or assessment is implied of programs excluded from this study because their characteristics are different from those selected for inclusion here.

Programs in the study

The nine programs included in this study are:

1. Advancement via Individual Determination (AVID) -- administered by the AVID Center (a non-profit corporation) and the California Department of Education and involving 141 school districts and the public higher education sectors;
2. Alliance for Collaborative Change in Education in School Systems (ACCESS) -- administered by the Lawrence Hall of Science at the University of California, Berkeley and neighboring Bay Area urban school districts;

3. California Academic Partnership Program (CAPP) -- administered by the Chancellor's Office of the California State University and including six school districts, all public systems of education, two independent colleges and universities, and private sector partners;

4. California Student Opportunity and Access Program (Cal-SOAP) -- administered by the California Student Aid Commission and involving 36 school districts, all public systems of education, 23 independent colleges and universities, and several community-based agencies;

5. College Readiness Program (CRP) -- administered by the Chancellor's Office of the California State University and the California Department of Education and including 10 school districts and five State University campuses;

6. Early Academic Outreach Program (EAOP) -- administered by the Office of the President of the University of California and involving 131 school districts and the University's eight general campuses;

7. Mathematics, Engineering, Science Achievement (MESA) -- administered by the Office of the President of the University of California and involving 69 school districts, the State's two public university systems, two community colleges, and 4 independent colleges and universities;

8. Middle College (MC) -- administered by the Chancellor's Office of the California Community Colleges and involving two school districts and two community colleges; and

9. Urban Community-School Collaborative (UCSCol) -- administered by the Office of the President of the University of California and involving 45 school districts, five University campuses, five State University campuses, and 28 community-based organizations.

The first eight programs were part of the Commission's previous study; the Urban Community-School Collaborative is a relatively new University program that staff of the Office of the President recommended be included in this study. In this study, then, UCSCol replaces the University and College Opportunities (UCO) Program that the California Department of Education administered but is no longer operative.

Program characteristics

Display 2 summarizes the major characteristics of the programs and their similarities and differences in terms of mission, program philosophy, implementation strategy, and structure. Programmatic variations existed along several dimensions in the 1994-95 year:

- *Longevity*: The Mathematics Engineering Science Achievement (MESA) Program's silver anniversary was last year and the Early Academic Outreach Program (EAOP) has celebrated its twentieth year; the Urban Community-School Collaborative (UCSCol) is barely five years old. Most of the programs have functioned for between 10 and 20 years.

DISPLAY 2 Major Characteristics of the Nine Programs in 1994-95

	Advancement Via Individual Determination **AVID**	Alliance for Collaborative Change in Education in School Systems **ACCESS**	California Academic Partnership Program **CAPP**	California Student Opportunity and Access Program **Cal-SOAP**
Program Impetus; Program Starting Date	Assembly Bill 2321 that expired June 30, 1988 (Tanner, 1985) but the program began in 1980. In 1995, State funding was provided for statewide expansion.	Berkeley Chancellor's initiative to strengthen capacity of neighboring secondary schools to prepare underrepresented students for college (1980).	Senate Bill 813 (Hughes-Hart Education Reform Act of 1983) and Assembly Bill 2398 (Hughes, 1984).	Assembly Bill 507 (Fazio, 1978).
Program Mission	Ensure that all students, especially disadvantaged and underachieving students with academic potential, will: (1) succeed in a rigorous curriculum; (2) participate in mainstream school activities; (3) increase their enrollment in baccalaureate-granting institutions; and (4) be educated and responsible societal leaders.	Assist schools to engage in a school-based change process leading to curricular, instructional, assessment, and organizational reforms that strengthen their mathematics, English, and counseling programs.	Foster partnerships between school districts, colleges, and universities to improve learning, academic preparation, and access for middle and high school students to earn baccalaureate degrees.	Improve and increase the accessibility of postsecondary education to students from backgrounds historically underrepresented in postsecondary education.
Program Strategies to Fulfill Mission	Provide direct student services through: • Preparation for college admissions and placement tests. • Academic support in rigorous curriculum. • Advisement and career preparation. • Parent education. • Instruction in writing and inquiry. • Tutors in academic courses. Provide coordinated staff development and curriculum support based on the California Frameworks, research, and recommendations from regional directors to teachers.	Coordinated curriculum, staff development, and technical assistance for teachers, counselors, and administrators. • Direct support for students. • Tutoring. • Problem-solving and SAT preparation. • Academic advising. • In-class instruction.	• Offer grants to develop projects bringing together teams of faculty from schools and colleges to enhance curricular and instructional processes around academic subject areas. Focus for 1993-96 was on mathematics instruction. • Provide services to students in order that they can benefit from these enhancements.	Through a consortial approach requiring matching funds: • Serve as a clearinghouse for educational and financial aid information. • Provide academic support for students. • Supplement the schools' counseling function. • Assist parents to learn about college opportunities.
Program Structure	Consistent format with some adaptation to site needs.	Adaptive to school site needs on the basis of either participation in the core or expanded program.	Each project developed on the basis of a local needs assessment as part of the proposal process.	Each consortium designs services on the basis of local needs.
Duration at a School Site	Continuous.	Continuous.	Generally three years.	Continuous.
Potential Length of Time with a Student	Optimally four or more years.	Possibly six years (Grades 7 through 12).	Possibly three years, most likely two years.	Possibly up to nine years, most likely four years.

Source: California Postsecondary Education Commission staff analysis of reports submitted by each statewide program manager.

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	College Readiness Program **CRP**	Early Academic Outreach Program **EAOP**	Mathematics, Engineering, Science Achievement **MESA**	Middle College **MC**	Urban Community-School Collaborative **UCSCol**
Program Impetus/ Program Starting Date	Address underrepresentation of first-generation and low-income middle school students to enroll in college preparatory math and English courses (1986).	To significantly increase eligibility rates among those groups of students with demonstrated low rates (1975).	Concern among educators about the small number of Black and Mexican-American engineering graduates (1970).	Replication of the successful model of Middle College developed and implemented by La Guardia Community College in New York (1988).	The 1983 CPEC report documenting the low rates at which Black and Latino students achieve eligibility for the University and the report of the UC Task Force on Black Student Eligibility (1990).
Program Mission	Improve the academic preparation of first-generation and low-income middle school students to succeed in a high school preparatory curriculum and enter college.	Assist individual students to enroll and complete a college preparatory course of study leading to eligibility for the University.	To develop academic and leadership skills, raise educational expectations, and instill confidence in students from groups whose eligibility rates are low in order to increase the number of these students who graduate with a baccalaureate degree in Engineering, Physical Sciences, and other math-based fields.	Reduce the number of high-risk students with college potential who leave secondary school without a diploma.	Develop and coordinate cross-disciplinary inter-institutional collaborative activities of the University with local schools and communities to address educational, health, and social needs of youth in California.
Program Strategies to Fulfill Mission	Employ college students to serve as educational interns to assist students on a small-group basis to master mathematics and English skills and enhance motivation for college on the part of students and parents.	Strengthen the knowledge about, and motivation and preparation for, postsecondary education through individual and group activities with students, parents, and schools.	With substantial support from the private sector, provide a set of student-centered activities designed to motivate and prepare students for math-based fields. While MESA serves students from kindergarten through graduate school, the two components that serve pre-college students are MESA schools program and Success Through Collaboration.	Through contributions from both participants, the college merges strengths from both institutions by its location on a community college campus with instruction by school district faculty to create a comprehensive, accredited high school.	Assist in building and sustaining local teams to address student needs; broker and support local collaborations by offering seed grants and technical assistance; and sponsor local community and statewide forums to network and share information.
Program Structure	Programs are generally similar across the State.	Program structure is generally the same across University of California campuses.	Centers adapt to meet local needs, although the components are similar.	The structure at each site will be a replica of the La Guardia model.	Programs adapted to meet locally defined community and school needs.
Duration at a School Site	Continuous.	Continuous.	Continuous.	Continuous.	Continuous.
Potential Length of Time with a Student	Possibly three years.	Possibly six years (Grades 7 through 12).	Possibly seven years (Grades 6 through 12).	Three to four years.	Three or more years.

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- *Mission*: While the programs have common goals, their specific missions varied considerably. Advancement via Individual Determination (AVID), the Alliance for Collaborative Change in Education in School Systems (ACCESS) and the California Academic Partnership Program (CAPP) focused on a school change process; other programs tended to be more student-centered in their missions; and, the Urban Community-School Collaborative (UCSCol) combines some of both of these missions, but it varies from site to site depending upon local definition.

- *Programmatic strategies*: Most of the student-centered programs provided similar services, such as tutoring, college admissions test preparation activities, and advisement; the school change programs provided direct services to teachers in the curricular and instructional areas.

- *Structure and duration at a site*: In all cases, the general structure of a program was adapted to meet local exigencies and situations but the services provided to a school site were continuous throughout the duration of the program.

- *Length of time with a student*: Most of the programs served students for at least two years. In the case of those programs that operated in middle schools or junior high schools, they, often, provided services to students through their senior year in high school -- a period of potentially up to six years of continuous assistance in preparing for college.

Few changes in the programmatic characteristics have occurred since the last Commission report. In the main, these programs continued with the same strategies and structure as previously documented and focused on the same mission as in the past. An exception to this generality is that CAPP decided to concentrate its funding for three years on improving mathematics instruction rather than providing projects with the flexibility to focus on any academic discipline.

Program operations

Display 3 on pages 26-27 presents information on the manner in which these programs operated in the 1994-95 year. As indicated, some variation existed among these programs along operational dimensions:

- Scope of services: These programs differed in terms of their scope of services from Middle College (MC) that functioned in two school districts and two community colleges to the Advancement Via Individual Determination (AVID) that provided services in 141 school districts statewide.

- Institutional participation: The Early Academic Outreach Program (EAOP) had the broadest level of public school participation and the California Student Opportunity and Access Program (Cal-SOAP) spanned the largest number of higher education institutions, with the distinction of including 23 independent colleges and universities in its consortia. The Urban Community-School Collaborative (UCSCol) broadened the range of institutional program participants by including 28 community-based agencies in its activities.

- Objectives: While the goals of these programs were similar, their specific objectives reflected the particular strategies that they identified as most effective. That is, those programs that were school-based had objectives that related to curricular and instructional change, as illustrated by the Alliance for Collaborative Change in Education in School Systems (ACCESS) and the California Academic Partnership Program (CAPP); the other programs that were student-centered had corresponding objectives.

The most dramatic change in program operations since the Commission's last report was in terms of institutional participation, particularly from colleges and universities that appear to have become more receptive in this time period to collaborating with our public schools in preparing students for college. Likewise, the number of school districts participating in these programs increased by 14 percent. Moreover, there has been some movement among these programs to design activities that were more classroom-based rather than informational-centered -- a trend consistent with the Commission's recommendation to focus on academic enrichment.

Participating schools

Due to financial constraints, these programs serve only selected schools throughout California. The general selection criteria for schools are the following:

- The level of cooperation and support that the school administration will provide to the program in functioning in that school;
- A significant proportion of students from groups who have documented low eligibility and college-going rates;
- Some proximity to the college or university administering the program; and,
- An assessment that students at the school will benefit from participation in the program because the school either is not involved in other academic development programs or this program would offer a new or coordinated set of services.

Display 4 on page 28 depicts the nature of the schools that participated in these programs in the 1994-95 year. This information was extracted from the California Basic Education Data System (CBEDS). The display shows that:

- These programs reported serving 1,223 schools throughout California in the 1994-95 year. However, because some schools participated in more than one of these programs, this figure should not be considered an unduplicated count. Rather, the Commission's analysis reveals that 830 individual schools were involved in these programs which represents an increase of over 15 percent in the last five years. This increase is consistent with the Commission's recommendation to expand the number of schools that participate in these programs. On the other hand, only 7.5 percent of schools in the State were involved in these programs in the 1994-95 year.

DISPLAY 3 Operation of the Nine Programs During 1994-95

	Advancement Via Individual Determination **AVID**	Alliance for Collaborative Change in Education in School Systems **ACCESS**	California Academic Partnership Program **CAPP**	California Student Opportunity and Access Program **Cal-SOAP**
Administrative Agency	California Department of Education oversees AVID statewide expansion and regional offices. The AVID Center in the San Diego County Office of Education serves as the subcontractor for support to the eight regional offices.	The Lawrence Hall of Science at the University of California, Berkeley.	The California State University, with advice from a Statewide Intersegmental Advisory Board.	California Student Aid Commission, with advice from a Statewide Intersegmental Advisory Committee and local consortium boards for each project.
Institutional Participants	141 school districts; 20 CSU campus; and 8 UC campuses.	Bay Area urban school districts; Lawrence Hall of Science at the University of California, Berkeley.	6 school districts; 6 CCC campuses; 6 CSU campuses; 2 UC campuses; and 2 independent institutions represented in 6 local projects.	36 school districts; 22 CCC campuses; 14 CSU campuses; 8 UC campuses; and 23 independent institutions represented in six local consortia.
Program Objectives	• To provide training to teachers in methodologies that help students succeed in a more rigorous curriculum. • To improve participation in college preparatory courses; and. • To increase the number of students who enroll in postsecondary education.	• To strengthen school capacity to prepare students for college, as indicated by improvements in (1) A-F course completion and college eligibility rates; (2) performance on standardized tests; (3) curriculum, instruction, and assessment standards; and counseling, leadership, and school organization.	• To improve secondary school curriculum and instruction and the ability of students to benefit from these improvements. (The voluntary assessment program component of CAPP will not be included in this study because its goals are not specifically student-centered.)	• To improve the flow of information about postsecondary educational opportunities in order to increase student enrollment in postsecondary education. • To raise the achievement levels in order to increase enrollment in postsecondary education.
Service Components	• Assistance with college admissions test-taking and college admissions process. • Counseling and career preparation for the professions. • Instruction in note taking, time management, research skills, and study skills. • Motivational activities. • Staff development. • Tutoring. • Other support services.	• Site-based and district-level professional development, and technical assistance in curriculum planning and development, assessment, counseling, and school organization. • Direct student support: tutoring, academic and college advising, in-class instruction, and problem-solving and SAT preparation.	• Advisement. • Articulation. • Campus visits. • Curriculum development and implementation. • Field trips to colleges and business industry sites. • New instructional strategies. • Parent involvement. • Summer programs. • Teacher in-service. • Technology integration. • Tutoring.	• Advisement. • Assistance with the college application process. • Campus visits. • Career awareness activities. • Financial aid information dissemination. • Parent involvement. • Skill development classes. • Summer residential programs. • Test preparation workshops. • Tutoring.

Source: California Postsecondary Education Commission staff analysis of reports submitted by each statewide program manager.

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	College Readiness Program **CRP**	Early Academic Outreach Program **EAOP**	Mathematics, Engineering, Science Achievement **MESA**	Middle College **MC**	Urban Community School Collaborative **UCSCol**
Administrative Agency	The California State University and the California Department of Education.	University of California.	University of California, Office of the President, with advice from a statewide intersegmental and industry advisory board and local advisory boards for each center.	California Community Colleges' Chancellor's Office.	University of California, Office of the President.
Institutional Participants	10 school districts; 5 CSU campuses.	131 school districts; 8 UC campuses.	69 school districts; 2 CC campuses; 12 CSU campuses; 2 UC campuses; and 4 independent institutions represented in 30 project centers.	Los Angeles and West Contra Costa Unified School Districts; Contra Costa College and Los Angeles Southwest College.	45 school districts; 5 CSU campuses; 9 UC campuses; 28 community-based organizations.
Program Objectives	• To increase enrollment of first-generation and low-income students in the ninth grade in algebra and college preparatory English courses by 30 percent. • To improve student preparation, parent motivation, and awareness of college.	• To increase the pool of students who meet the University of California's admissions requirements from backgrounds and communities with documented low rates of eligibility.	• To increase the number of students from groups with documented low rates of eligibility who pursue careers in math-based professions.	• To increase the number of high risk students who earn high school diplomas. • To increase the number of high risk students who attend college.	• To increase the number of students academically prepared and eligible for higher education. • To integrate comprehensive educational, health, and social services for educationally disadvantaged youth.
Service Components	• CSU campus visits. • CSU interns provide academic assistance in math and English. • Parental activities. • Problem-solving instruction. • Workshops on college attendance and financial aid.	• Academic skills development. • Administrative/programmatic linkages between schools and the University. • Information dissemination. • Motivational development. • Parent involvement. • Participant identification and referral.	• Academic and financial advising. • Academic development programs. • Culturally relevant activities. • Enrichment programs involving the private sector and postsecondary education institutions. • Family involvement. • Organized group study.	• Academic, career, and personal counseling. • Career internship experience. • Classroom instruction. • Staff development.	• Academic programs at the schools. • Community forums. • Curriculum and professional development for teachers. • Identification of resources for schools and communities. • Seed grant program. • Statewide conferences. • Technical assistance.

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Display 4 *Characteristics of the Secondary Schools Participating in the Nine Programs During 1994*

	AVID	ACCESS	CAPP	Cal-SOAP	CRP	EAOP	MESA	Middle College	UCSC
Total Number Schools	316	29	7	106	21	452	242	18	32
Elementary	9	0	0	7	0	11	36	0	11
Middle/Junior High	108	25	3	23	21	162	85	12	2
Senior	199	4	4	76	0	279	121	6	19
Total 1993-94 School Enrollment	461,502	23,477	10,262	157,819	25,555	725,888	375,799	33,285	42,904
Percent Asian	11.3%	25.5%	17.0%	12.1%	9.0%	11.7%	13.1%	5.3%	10.9%
Percent Black	7.3%	44.1%	17.8%	12.0%	17.8%	13.1%	15.3%	47.0%	18.5%
Percent Latino	36.4%	22.1%	41.6%	37.9%	65.7%	4.7%	51.5%	43.6%	43.0%
Percent Native American	0.9%	0.6%	0.3%	0.8%	0.5%	0.6%	0.7%	0.2%	0.4%
Percent White	44.2%	7.6%	23.3%	37.2%	6.9%	27.4%	19.4%	3.9%	27.2%
Total 1993-94 Graduating Class	63,148	1,221	1,643	24,436	NA	94,558	45,434	2,040	5,999
Percent Asian	13.5%	21.3%	19.7%	15.1%	NA	15.7%	17.2%	4.3%	15.1%
Percent Black	5.8%	52.9%	30.1%	10.4%	NA	12.0%	13.6%	52.8%	16.3%
Percent Latino	31.4%	17.4%	30.6%	33.5%	NA	40.1%	44.0%	42.2%	31.0%
Percent Native American	0.7%	0.3%	0.4%	0.5%	NA	0.6%	0.7%	0.1%	0.3%
Percent White	48.7%	8.0%	19.2%	40.5%	NA	31.7%	24.5%	0.6%	37.3%
Total 1993-94 Graduates with College Preparatory "A-F" Courses	19,979	734	607	6,773	NA	32,603	16,522	887	2,503
Percent Asian	18.5%	26.4%	24.7%	22.1%	NA	23.2%	25.7%	3.8%	24.5%
Percent Black	3.6%	53.7%	31.0%	6.5%	NA	11.0%	13.8%	48.9%	11.6%
Percent Latino	18.5%	11.7%	23.2%	20.5%	NA	28.4%	32.2%	46.2%	21.3%
Percent Native American	0.6%	0.1%	0.2%	0.5%	NA	0.5%	0.6%	0.0%	0.5%
Percent White	58.8%	8.0%	20.9%	50.4%	NA	37.0%	27.8%	1.0%	42.1%
Total Enrollment in College Preparatory Mathematics Courses	32,882	701	845	12,947	NA	42,082	21,258	528	2,497
Percent Asian	23.5%	42.9%	49.5%	27.6%	NA	29.2%	33.4%	9.1%	34.8%
Percent Black	3.9%	34.8%	9.8%	6.1%	NA	7.3%	8.2%	46.4%	9.0%
Percent Latino	16.3%	9.4%	21.8%	17.7%	NA	22.4%	25.6%	43.8%	12.1%
Percent Native American	0.5%	0.3%	0.4%	0.5%	NA	0.5%	0.7%	0.0%	0.4%
Percent White	55.8%	12.6%	18.6%	48.0%	NA	40.5%	32.2%	0.8%	43.8%

Source: California Postsecondary Education Commission from California Basic Educational Database System (CBEDS).

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- In terms of schools served, the range varied by specific program. The smallest program was the California Academic Partnership Program (CAPP) which functioned in only seven schools in the 1994-95 year; the largest was the Early Academic Outreach Program that served 452 schools that year. Moreover, programs varied in terms of grade level focus: the College Readiness Program (CRP) operated only in middle schools; Alliance for Collaborative Change in Education in School Systems (ACCESS), CAPP, and Middle College (MC) involved only middle and high schools; and, the other programs spanned the spectrum from elementary to high schools.

- The schools selected for participation in these programs have quite a diverse student body, with a plurality of Black and Latino students -- an expected finding given the goals of these programs and the low eligibility rates of students from these racial-ethnic backgrounds. On the other hand, the schools served by these programs have a significant proportion of Asian and White students as well.

- In most cases, the percent of Black and Latino students in the graduating classes of these high schools is below their proportion in the student body as a whole. This finding suggests that students from these backgrounds are less likely to persist to graduation than their counterparts.

- Likewise, the proportion of students completing a college preparatory sequence or enrolling in College Preparatory Mathematics classes is at variance from the racial-ethnic composition of the student body at these schools. Asian and White students are more likely to enroll in and complete a college preparatory course of study than their Black and Latino classmates.

Participating students

Display 5 on pages 30-31 pictures the students served by each of these programs and the criteria by which these students were selected. Several patterns are noteworthy on this display:

- A total number of 136,265 students participated in these nine programs. However, that figure should not be considered an unduplicated count because it is possible that some students participated in more than one of these programs, although the nature of services that they received would not have been duplicative. Based upon the matrix in the Appendix of this report, the Commission estimates that approximately 85,000 individual students participated in these programs in the 1994-95 year. That figure represents 3.8 percent of the students in grades 7-12 in that year and 8.6 percent of the students from groups with low eligibility rates in those grades in the 1993-94 year -- the last year for which comparable information is currently available.

- While the majority of students served by these programs are in the eighth through twelfth grades, more students in the earlier grade levels participated in these

DISPLAY 5 Characteristics of the Students in the Nine Programs in 1994-95				
	Advancement Via Individual Determination **AVID**	Alliance for Collaborative Change in Education in School Systems **ACCESS**	California Academic Partnership Program **CAPP***	California Student Opportunity and Access Program **Cal-SOAP**
Criteria for Student Selection	Disadvantaged and underachieving students generally in the middle range of achievement who have been recommended by a teacher and interviewed for participation.	Middle School: All students enrolled in specific mathematics courses. High School: All students enrolled in college preparatory math courses.	Students enrolled in pre-college or college preparatory courses in mathematics.	Students interested in pursuing postsecondary educational goals who can benefit from program services.
Definition of "Served" Student	Students who participate in all program activities.	Students whose teachers participate in either core or expanded programs.	Students receiving direct services from the project in terms of its activity components.	Students participating in at least two individual advisement sessions or two academic support sessions, or a combination of both.
Number of Students	19,500	9,879	4,161	22,399
Grade Level				
Below Seventh	2.3%	0.0%	14.0%	1.7%
Seventh	6.6%	18.0%	10.0%	5.4%
Eighth	22.7%	15.4%	5.0%	11.5%
Ninth	23.0%	26.0%	27.0%	12.4%
Tenth	19.6%	21.6%	15.0%	14.6%
Eleventh	14.9%	14.2%	14.0%	17.7%
Twelfth	10.7%	4.8%	14.0%	29.3%
Other	0.0%	0.0%	0.0%	7.3%
Racial/Ethnic Background				
Asian	12.0%	Unavailable, but percentages should reflect schoolwide figures in Display 4.	13.0%	4.0%
Black	14.0%		14.0%	25.0%
Latino	58.0%		39.0%	46.6%
Native American	2.0%		1.0%	1.4%
White	14.0%		23.0%	12.5%
Other	0.0%		10.0%	10.5%
Gender		Unavailable, but percentages should reflect schoolwide figures in Display 4.		
Female	56.3%		51.4%	54.7%
Male	43.6%		48.6%	45.3%
Socioeconomic Status of the Household*	42 percent report being economically disadvantaged.	NR	29 percent on AFDC.	$32,250

*Figure for the 1993-94 year.
NR = Not reported.
Source: California Postsecondary Education Commission analysis of program reports.

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College Readiness Program **CRP**	Early Academic Outreach Program **EAOP**	Mathematics, Engineering, Science Achievement **MESA**	Middle College **MC**	Urban Community-School Collaborative **UCSCol**
First-generation and low-income middle grade students achieving at grade level in terms of achievement tests and grades along with teacher recommendations.	Students in junior high school who have the potential to benefit from services to achieve eligibility and who are willing to take prescribed sequence of courses.	Junior High: Students interested in exploring mathematics-based fields. Senior High: Students willing to take A-F course pattern and willing to explore mathematics-based major and careers.	Students with a history of truancy, low academic achievement, and counselor recommendation.	All students in participating schools or community-based organizations which tend to be in low-income areas with large proportions of educationally disadvantaged students.
Students receiving direct services from program components.	Students who have individual contact with the program at least six times per year.	Students who regularly attend MESA activities, maintain minimum grade-point average, and enroll in prescribed courses.	Students who are enrolled at Middle College High Schools.	Students who participate in any program activity.
870	58,717	14,604	545	5,590
7.0% 42.0% 51.0% 0.0% 0.0% 0.0% 0.0% 0.0%	0.0% 2.7% 26.0% 11.1% 19.9% 22.5% 17.9% 0.0%	13.8% 14.2% 15.3% 16.8% 17.8% 13.1% 9.1% 0.0%	0.0% 0.0% 0.0% 28.6% 26.1% 23.1% 22.2% 0.0%	NR
12.0% 19.0% 69.0% 0.0% 0.0% 0.0%	9.2% 16.3% 59.6% 2.1% 12.8% 0.0%	4.5% 29.4% 54.8% 8.7% 0.8% 1.9%	7.0% 47.9% 31.2% 0.4% 9.7% 3.9%	Unavailable, but percentages should reflect schoolwide figures on Display 4.
60.0% 40.0%	61.7% 38.3%	57.0% 43.0%	57.2% 42.8%	NR
$36,490	$34,121	$34,978	NR	NR

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programs than did so previously. This trend is consistent with the Commission's recommendation to expand services to students early in their educational careers in order that they will be ready for the rigors of college preparatory courses as they approach high school entry.

- With respect to the racial-ethnic background of program participants, there are three trends evident since the last report: (1) The proportion of Latino students participating in these programs increased -- a fact not surprising given the demographic changes in the State's population, in general, and in the school population, in particular; (2) The proportion of White students participating in these programs increased over the five years which may reflect an intensification of program activity in rural areas -- a trend consistent with the Commission's recommendation that these programs should expand to under-served areas of the State; and (3) The proportion of Black students participating in these programs is decreasing -- a fact reflecting State population trends but one that is problematic given the increasing underrepresentation of this group of students on college campuses in the State and nationally.

- As in the past, females constituted a majority of participants in each of these programs -- from a high of 61.7 percent in the Early Academic Outreach Program (EAOP) to a low of 51.4 percent in the California Academic Partnership Program (CAPP).

- Because information on the economic circumstances of program participants is critical but difficult to obtain, programs attempted to provide an estimate of the financial situation of their students. The California Student Opportunity and Access Program (Cal-SOAP), College Readiness Program (CRP), Early Academic Outreach Program (EAOP), and Mathematics, Engineering, Science Achievement Program (MESA) developed their estimates based upon a "zip code" analysis of student addresses that revealed average family incomes of between $32,250 and $36,490. The median per capita income in California in 1993 was $34,073 -- a figure consistent with estimates for families reported by these programs. The other programs that reported information did so on the basis of self-reports from students about their families' financial circumstances. These self-reports add credence to the conclusion that the students participating in these programs are, in large measure, from economically disadvantaged families and communities in that their average family income is equivalent to that of an individual in the state.

Program resources

Display 6 on the next page provides information on the resources that support these programs and the sources of those funds. Moreover, this display includes information on the combined resource allocation per student in the 1994-95 year. The Commission chose to present the information in this manner because it recognizes that comparing the cost per student among these programs would yield inappropriate judgments about the cost-effectiveness of individual programs that vary in terms of the nature, duration, and types of services that they provide to students.

DISPLAY 6 Student Participation and Amount of Funding by Source for the Programs in 1994-95

	Number of Students	State Funds	Institutional Funds	Private Funds	Other Funds	All Funds
AVID	19,500	$100,000	$3,510,000	$0	$0	$3,610,000
ACCESS	9,879	$0	$418,116	$0	$94,608	$512,724
CAPP*	4,161	$583,204	$291,251	$82,657	$0	$957,112
Cal-SOAP	22,399	$650,000	$1,051,129	$0	$0	$1,701,129
CRP	870	$420,265	$132,000	$0	$0	$552,265
EAOP	58,717	$0	$4,584,000	$0	$0	$4,584,000
MESA	14,604	$3,553,000	$906,721	$782,742	$206,807	$5,449,270
MC	545	$0	$1,458,213**	$0	$0	$1,458,213
UCSCol	5,590	$0	$281,000	$0	$0	$281,000
Total	136,265	$5,306,469	$12,632,430	$865,399	$301,415	$19,105,713
Per Student Cost		$38.94	$92.70	$6.35	$2.21	$140.21

*1993-94 Year.
**Based on average daily attendance (ADA) figures.
NR = No Response.
Source: California Postsecondary Education Commission staff analysis of program reports.

Several items on this display are worth noting, especially when compared with the previous report:

- In the 1989-90 year, 115,771 students participated in these programs; in the 1994-95 year, that figure rose to 136,265 -- an increase of 17.7 percent in five years. This significant increase is consistent with the Commission's recommendation that these programs should be expanded in terms of number of participants.
- Multiple sources of revenue support these programs and the mix of sources vary by program. The majority of programs received some State support, all had institutional revenue, two acquired private funds, and two obtained federal dollars.
- State funding to support these programs decreased by more than 29.1 since the previous report -- a situation that is largely attributable to the shift in resources for the Early Academic Outreach Program (EAOP) from a State to the University of California's institutional support base.
- There was extensive growth of over 159 percent in institutional dollars to support these programs during the last five years.
- The amount of private funds raised from corporations and foundations remained relatively constant during this time period. Moreover, these figures are based

only on cash contributions to the programs and exclude valuable in-kind support that is difficult to quantify. This suggests that the programs have became more entrepreneurial in the last five years.

- As a consequence of these funding shifts, institutions are now the primary supporters of these programs, with the State maintaining an important, but secondary, role. At the time of the last report, the State provided over 57 percent of the resources for these programs; in 1994-95, the State's share was slightly over 27 percent.
- The cost per student of these programs has increased to some extent over the last five years. In 1990-91, the total cost per student was $113,09; that figure increased to $140.21 in 1994-95, an increase of 24 percent during the last five years.

Summary This section of the report paints a portrait of the students and schools that comprise a significant portion of the California public school enterprise. The typical student is Asian, Black, or Latino from families whose economic situation places them at or below the State average. The school population is most likely homogeneous because residential patterns often tend to segregate families in racial-ethnic and socioeconomic enclaves. And, the resources available to schools are unequally distributed across districts and the State, with schools serving low-income communities often having less of all the tools that educators know contribute to learning.

Marlene Watson . . . is one among very few American Indians with two master's degrees in architecture and civil engineering. Over the past few years, Watson, a Navajo, has guided and worked on many projects on reservations including multipurpose facilities, highway improvements, airport design, and housing developments.

At Oakland Technical High School, Watson joined MESA and took math classes from MESA co-founder Mary Perry Smith. Watson graduated high school at 16 and entered UC Berkeley as a civil engineer major. She decided to switch to architecture in her junior year.

Watson is currently an associate with Visions Enterprises, an innovative Redding firm comprised mainly of Indian professionals who assist Indian tribes to build facilities and plan long-range construction projects. ***Mathematics, Engineering, Science Achievement (MESA)***

In the last report, a program director described the situation poignantly and, although there is some reason for optimism that the situation has improved, the picture is still sufficiently realistic to bear repeating, particularly given the fiscal constraints on schools during the last five years :

> Typically, problems faced by these schools reinforce each other and are compounded by a dynamic among them that promotes a self-perpetuating cycle of failure. Low student achievement and weak curriculum are reinforced by low expectations and standards, which in turn are reinforced by a lack of adequately prepared teachers, and instructional practices that do not engage students. These problems are compounded by extreme peer pressures

not to take school seriously, a general lack of involvement of parents in their children's education and school, student advising and programming practices that tend to exclude students from college preparatory courses, and policies, management practices, and school organization that tend to foster a negative learning and teaching environment.

Intense fiscal pressures, frequently changing policies, a lack of long-range planning, and an annual consolidation of teachers and reassignment of administrators exacerbate these conditions, resulting in a lack of continuity and stability in the schools' academic programs. These conditions lead inevitably to low student motivation and teacher morale, teacher burnout and isolation, a disenfranchisement of student, teacher, and administrator communities, and a general lack of hope that conditions could be any different. Many of the schools are in on-going states of crises. Staff in some schools find themselves starting over again each year, while staff in others are too overloaded to do anything more than survive. Neither the schools nor the districts have a management infrastructure that can support significant change or have a strong capacity to address implementation problems on an ongoing basis. Overall, these problems have a particularly detrimental effect on Black and Hispanic students (*1989 Preliminary Report on ACCESS/CCPP*, pp. 1-2).

It is within this context that the effectiveness of the programs in this study should be viewed -- the topic of the next section of this report.

4 Effectiveness of Student Academic Development Programs

THIS SECTION presents information on the extent to which the programs in this study, individually and collectively, have met their objectives and contributed to the achievement of statewide educational equity goals. Before preceding, however, it may be worth remembering a caveat from the initial study:

> *Glenetta Turner always wanted to be a teacher. After she graduated from Oakland's Castlemont High School in 1989, she went to the University of California at Berkeley where she majored in Sociology and then to Harvard where she received her master's degree in Education and her teaching credential. Glenetta is now a special education teacher at a Long Beach middle school.*
>
> *Glenetta says the ACCESS program "definitely made a difference." She took advantage of the ACCESS before-school tutoring program and also remembers the help she got in class from ACCESS coordinators and teaching assistants. Glenetta says: "You don't get as much personal attention when there are 30 kids in a class. You were seen as a nerd if you attended [before-school tutoring], but I didn't care!"*
>
> *"ACCESS is a needed program. Now that I'm a teacher I see how you need so much support from every possible source. Also, the fact that many of the ACCESS teaching assistants were young college graduates of color was really important to me. I didn't know many college students; they were good role models for me. I felt an instant connection with them." **Alliance for Collaborative Change in Education in School Success (ACCESS)***

Methodological challenges are inherent in assessing the effectiveness of student-centered programs in a school context. Clearly, schools are complex environments of a holistic nature not readily amenable to rigorous scientific experimentation that provides evidence of cause-and-effect relationships. Few opportunities or possibilities exist within this complicated maze of interactions to manipulate potentially relevant influences on student outcomes. Further, the occasion to manipulate these influences one at a time as required to establish a causal relationship is virtually nonexistent. As a consequence, definitive attribution of the effects of a program on student behavior is problematic, if not statistically impossible.

Despite the substantive and statistical dilemmas attendant to attributing direct causality to a program, inferences as to the effectiveness of these programs can be drawn by examining two kinds of information:

- The extent to which each program met its stated objectives since the last report; and
- College-going rates of program participants as contrasted with the corresponding rates for all graduates statewide.

Progress in meeting specific program objectives

Seven programs submitted evaluative information related to their effectiveness. The California Academic Partnership Program (CAPP) began a new project cycle shortly after the Commission's previous study was completed. As a consequence, insufficient time had past to provide additional information on its effectiveness. The Urban Community-School Collaborative (UCSCol) Program -- the newest program -- has only an embryonic evaluative capacity presently. This section examines each program's success in meeting its objectives.

Advancement via Individual Determination Program (AVID)

Display 7 presents a comparison of the college-going rates of 1995 graduates of the AVID Program with their San Diego County classmates in 1994 -- the last year for which this information is currently available. Overall, AVID Program graduates enrolled in California higher educational institutions in a significantly larger proportion than did their San Diego County counterparts -- a difference of 42 percentage points. This overall trend is evident with respect to each of the educational sectors, most notably the State University and independent colleges and universities, where the proportion of AVID Program participants enrolled at approximately five times the rate as their local classmates.

DISPLAY 7 Progress of the Advancement Via Individual Determination (AVID) Program in Meeting Its Objectives

Program Objectives: To increase the number of students who enroll in postsecondary education, as measured by college-going rates of these students in comparison to other student populations.

Selection Criteria: Disadvantaged and underachieving students generally in the middle range of achievement who have been recommended by a teacher and interviewed for participation.

Evidence of Effectiveness:

	Postsecondary Enrollment Rates for High School Graduates	
Sector of Higher Education	1995 Graduates in AVID (N=793)	1994 Graduates in San Diego County (N=21,735)
University of California	11.0%	7.6%
California State University	41.0%	8.3%
California Community College	35.0%	36.9%
California Independent Institutions	11.0%	2.6%
Total	98.0%	55.4%

Evidence of Effectiveness:

- 91 percent of the AVID graduates in 1995 completed an University preparatory curriculum. The statewide rate in 1994 was 32.2 percent.

Source: Report submitted by the California Department of Education.

Alliance for Collaborative Change in Education in School Systems (ACCESS)

Display 8 below indicates that the ACCESS Program was effective in improving student performance at participating junior and senior high schools in mathematics, as demonstrated by the number of students completing college preparatory mathematics courses and their performance on diagnostic and college admissions tests. Among the indicators of effectiveness, the percentage of seniors from participating high schools completing Algebra by the end of the ninth grade more than doubled; the number completing Algebra or Geometry more than tripled; and, those that have met the University's admissions requirements with respect to mathematics course completion has increased by more than fifteen-fold from 1980 through 1994.

DISPLAY 8 Progress of the Alliance for Collaborative Change in Education in School Systems (ACCESS) in Meeting Its Objectives

Program Objectives: To strengthen school capacity to prepare students for college, as indicated by improvements in: A-F course completion and college eligibility rates; performance on standardized tests; curriculum, instruction and assessment standards, counseling, expectations, leadership, and school organization.

Selection Criteria: All students enrolled in specific mathematics courses in middle schools and all students enrolled in college preparatory math and/or English courses.

Evidence of Effectiveness:

1. Mathematics Course Completion Rates for First-Generation and Low-Income Students in Three Oakland Schools and Feeder Junior High Schools

	Year Before ACCESS	1995
Students completing Algebra by the end of ninth grade	7.6%	18.0%
Students completing Algebra or Geometry by the end of tenth grade	17.1%	57.0%
Seniors meeting the University of California and California State University mathematics requirements for college eligibility	1.6%	25.0%

2. Performance on UC/CSU Math Diagnostic Pre-Calculus Test (MDT) in Three Oakland High Schools

	Year Before ACCESS	1994
Number of students taking Math Diagnostic Pre-Calculus Test (MDT)	40	78
Percent scoring above mastery level	20.0%	29.0%

3. Performance on Math Scholastic Assessment Test (SAT) for Students Taking College Preparatory Mathematics Classes as Seniors at Three Oakland High Schools

	Year Before ACCESS	1994
Number of students taking Scholastic Assessment Test (SAT)	53	139
Mean Math SAT score	444	470
Percent scoring above 500	28.0%	37.0%

Source: A summary of the ACCESS program in the Oakland Unified School District for the 1994-95 year.

Similarly, the number of students taking the UC/CSU Pre-Calculus Math Diagnostic Test nearly doubled and the proportion scoring above "mastery" grew by 50 percent during this time period.

California Student Opportunity and Access Program (Cal-SOAP)

Display 9 below presents a comparison between the college-going rates of seniors participating in Cal-SOAP in 1994 and their graduating classmates from counties served by the program that year. Nearly 17 percent more Cal-SOAP participants enrolled in California colleges and universities as first-time freshmen following high school graduation as did their local counterparts. Moreover, this increase was distributed throughout the educational sectors, with particular effect on enrollment at the State University and at independent California institutions.

College Readiness Program (CRP)

Display 10 on page 41 indicates that CRP exceeded its goal of increasing by 30 percent the number of first-generation and low-income eighth grade students who were recommended for ninth-grade Algebra. In fact, nearly 50 percent more CRP students were recommended than a comparison group of their classmates. Less dramatic was the placement of CRP students in College Preparatory English: 21 percent more program participants were recommended to take this course as ninth graders than were their counterparts. Further, the Middle School Coordinators reported that CRP students were enthusiastic about attending college whereas they had not been prior to program participation and that CRP was a positive influence on students.

DISPLAY 9 *Progress of the California Student Opportunity and Access Program (Cal- SOAP) in Meeting Its Objectives*

Program Objectives: To improve the flow of information about postsecondary education opportunities in order to increase student enrollment in postsecondary education, as measured by college-going rates in comparison to other student populations.

Selection Criteria: Students interested in pursuing postsecondary educational goals who can benefit from program services.

Evidence of Effectiveness:

Postsecondary Enrollment Rates for 1994 High School Graduates

Sector of Higher Education	Students in Cal-SOAP (N=4,502)	Students in Cal-SOAP Counties (N=163,908)
University of California	8.6%	7.7%
California State University	13.5%	7.7%
California Community Colleges	42.0%	36.0%
California Independent Institutions	7.3%	1.8%
Total	71.4%	53.2%

Source: Report submitted by the California Student Aid Commission

DISPLAY 10 Progress of the College Readiness Program (CRP) in Meeting Its Objectives

Program Objectives:

1. To increase enrollment of first-generation and low-income students in ninth grade in algebra and college preparatory English by 30 percent, as measured by ninth grade course enrollments.

   Selection Criteria: First-generation and low-income middle grade students achieving at grade level in terms of achievement tests and grades along with teacher recommendations.

   Evidence of Effectiveness:

Recommended Ninth-Grade Course Enrollments for Eighth Graders in Schools Participating in the College Readiness Program (CRP) in 1993-94

	Eighth Graders in CRP		Eighth-Grade School Population	
Recommendations for:	Number in CRP	Percent	Number in School	Percent
Algebra	312	70.0%	308	47.0%
College Preparatory English	281	75.0%	272	62.0%

2. To improve student preparation and parent motivation and awareness of college, as measured by an attitude survey.

   Evidence of Effectiveness:

   - The Middle School Coordinators reported that 94 percent of their program participants were extremely enthusiastic about attending college; before participation in the program, only six percent were enthusiastic about college.
   - Middle School Coordinators reported that the program was having a positive impact on students.

Source: Report submitted by the California State University.

Early Academic Outreach Program (EAOP)

Display 11 on page 42 presents information on the extent to which EAOP has been effective in increasing the pool of students from backgrounds and communities whose documented University eligibility rates are low. A component of the summative measure of eligibility is grade point average. Nearly one-third of EAOP seniors earned grade point averages of 3.3 or above in college preparatory courses -- a level that automatically qualifies students for the University, irrespective of their standardized college admissions test scores. Moreover, the figures presented indicate that EAOP achieved its objective: the rate at which students were fully eligible for the University in 1990 -- the date of the last Eligibility Study -- was 12.3 percent; in 1994, 51.7 percent of participating EAOP seniors were eligible to attend the University. That is, the proportion of EAOP graduates who were University eligible was over four times the statewide percentage. Finally, only seven percent each of the Black and Latino seniors in the state participated in EAOP in 1994. However, 63 percent of the Black seniors in the state who were estimated to be eligible for the University participated in this program and 82 percent of the Latino seniors estimated to be eligible participated in EAOP.

DISPLAY 11 Progress of the Early Academic Outreach Program (EAOP) in Meeting Its Objectives

Program Objectives: To increase the pool of students who meet the University of California's admissions requirements from backgrounds and communities with documented low rates of eligibility, as measured by the eligibility rate of program participants to attend the University of California.

Selection Criteria: Students in junior high school who have the potential to benefit from services to achieve eligibility and who are willing to take prescribed sequences of courses.

Evidence of Effectiveness:

1. Cumulative Grade Point Averages of Students Participating in EAOP in A-F Courses

Grade Point Average	Percent of EAOP Juniors
3.3 and above	32.9%
3.0 to 3.29	19.9%
2.7 to 2.99	16.6%
2.4 to 2.69	14.9%
Less than 2.4	15.6%

2. Eligibility Rates of Students Participating in EAOP

	1994 High School Graduates	1990 University of California Eligibility Rates Applied to 1994 High School Graduating Class: Proportion Eligible	1990 University of California Eligibility Rates Applied to 1994 High School Graduating Class: Number Eligible	1994 EAOP High School Graduates	1994 EAOP Graduates Eligible for the University of California: Proportion Eligible	1994 EAOP Graduates Eligible for the University of California: Number Eligible
Asian	38,379	32.2%	12,358	656	74.1%	486
Black	18,979	5.1%	968	1,312	46.3%	607
Latino	75,029	3.9%	2,926	4,701	50.8%	2,388
White	118,580	12.7%	15,060	494	60.1%	297
Total	250,967	12.3%	31,312	7,163	51.7%	3,778

Source: Report submitted by the University of California.

Mathematics, Engineering, Science Achievement Program (MESA)

Display 12 on page 43 indicates that the MESA Program has met its objectives, as measured by advanced course completion rates and other components of the summative measure of eligibility. The proportion of MESA participants completing Advanced Mathematics or Physics courses with a grade of C or better exceeded the state average and essentially doubled or tripled the statewide rates for Black and Latino students. Moreover, MESA seniors had a cumulative grade point average of over 3.1; the corresponding statewide average was below 2.8, with Black and Latino seniors scoring considerably below the statewide figure. On standardized college admissions tests, MESA participants scored above 900; the statewide average was 895 and California Black and Latino students scored in the 700s. Finally, 70 percent of MESA participants expressed their intention to pursue a math-based major in college.

DISPLAY 12 Progress of Mathematics, Engineering, Science Achievement (MESA) in Meeting Its Objectives

Program Objectives: To increase the number of students from groups with documented low rates of eligibility who pursue careers in math-based professions, as measured by enrollment in college preparatory mathematics and science courses and enrollment in mathematics-based fields in college.

Selection Criteria:

- Junior High: Students interested in exploring math-based fields.
- Senior High: Students currently willing to take A-F course pattern and willing to explore math-based majors and careers.

Evidence of Effectiveness:

1. Public High School Course Enrollment and Completion Rates

	1994 MESA Completion Rates With Grades of C or Better	1994 State Enrollment Rates		
		Total	Black	Latino
Advanced Mathematics	49.0%	44.1%	25.8%	23.2%
Physics	43.0%	22.4%	13.7%	12.6%

2. Components of Eligibility

	MESA Seniors	State Population		
		Total	Black	Latino
High School Grade Point Average	3.13 (1994)	2.78 (1990)	2.33 (1990)	2.44 (1990)
1994 Scholastic Assessment Test (SAT)	903	895	739	783

Evidence of Effectiveness: 70 percent of the seniors intend to pursue a math-based major in college.

Source: Report submitted by the Mathematics, Engineering, Science Achievement Statewide Office.

Middle College Program (MC)

Display 13 on page 44 presents information on the extent to which the Middle College Program has achieved its objectives. In the three classes examined in the evaluation, the findings indicated that student performance improved, as measured by grade point average. In each case, the students' average grade increased by one-fourth of a point between the eighth and the ninth grade. That is, the performance of Middle College students was slightly above the level of 2.0, or a C grade, after one year in the program, whereas it was less than average prior to participation in the program.

The preceding seven displays present compelling information that these student academic development programs are achieving their specific objectives. In all instances, program participants are performing at a higher academic level than their classmates as evidenced by grades, enrollment in college preparatory courses, or college standardized admissions test scores. Moreover, program participants from

DISPLAY 13 Progress of the Middle College (MC) in Meeting Its Objectives

Program Objectives: To increase the number of high risk students who earn high school diplomas, as measured by grade point averages and high school attendance patterns.

Selection Criteria: Students with a history of truancy, low academic achievement, and counselor recommendations.

Evidence of Effectiveness:

	High School Performance		
	Beginning Eighth Grade Grades	Beginning Ninth Grade Grades	Change in Grade Point Average After One Year in the Program
First Class at Contra Costa College	1.80	2.09	0.29
Second Class at Contra Costa College	2.09	2.34	0.25
First Class at Los Angeles Southwest College	1.86	2.20	0.24

Source: Report submitted by the California Community College.

groups that have a documented low rate of eligibility are eligible to attend the University and State University in proportions that far outstrip their counterparts statewide. When these measures of academic performance are viewed separately and collectively, they forecast that the college enrollment patterns of those students who participated in these programs should be substantially different than the State's graduating class in total -- the topic of the next section of the report.

Higher education enrollment rates

Despite each program's specific objective(s), the ultimate goal of these programs -- individually and collectively -- is to increase the number of students from groups with documented low rates of eligibility who are prepared for and enroll in college. For five of these programs, it was possible to obtain the college participation rates of their graduates. Three of the programs -- the California Academic Partnership Program (CAPP), the College Readiness Program (CRP), and the Urban Community-School Collaborative (UCSCol) -- either served students only in the middle or junior high school years or were so new that none of their participants had graduated from high school in 1994. As a consequence, these programs are excluded from the analysis presented below.

Variations in methodology among programs in computing college-going rates

The examination of college participation rates includes information from the Advancement Via Individual Determination Program (AVID), Alliance for Collaborative Change in Education in School Systems (ACCESS), California Student Opportunity and Access Program (Cal-SOAP), Early Academic Outreach Program (EAOP), and Mathematics, Engineering, Science Achievement Program (MESA). These programs provided information on the post-high school enrollment patterns

of their graduates that they obtained either from postsecondary enrollment records or self-reports from the graduates. However, the rates across programs are not comparable for the following reasons:

1. Programs collected information on the post-high school behaviors of their students in various ways: (a) figures for the categories of State Graduates, Graduates from Groups with Low Eligibility Rates, and ACCESS Graduates were computed based upon information from the California Basic Education Data System (CBEDS) on all high school graduates from specific schools, groups, or statewide; (b) figures for AVID, Cal-SOAP, and MC Graduates were derived from information that these programs collected from all of their graduates through either institutional records or self-reports; and (c) figures for EAOP and MESA Graduates were computed on the basis of self-reports of a portion of the programs' participants. In the case of EAOP, 71.5 percent of their graduates reported on their post-high school attendance pattern; in the case of MESA, that portion was 55.3 percent.

   The figures, then, on Display 14 that were computed on the basis of (a) or (b) above reflect the "true" percentage of program graduates who enrolled in higher education. However, the rates for EAOP and MESA represent the "floor" percentage of their graduates who enrolled in college. That is, these rates were calculated by including in the numerator only those graduates whose college plans were known, while the denominator included all 1994 program graduates. If, on the other hand, the post-high school attendance pattern of all program participants were known -- rather than only a portion -- the rates for EAOP and MESA would be expected to increase based on the following information: Of the portion of EAOP graduates for which post-high school behavior is known, 86.8 percent enrolled in a California college or university; another 8.5 percent enrolled at out-of-state institutions, for a total of 95.3 percent. Corresponding figures for MESA reveal a similar pattern: 86.5 percent of the portion of MESA graduates for whom post-high school behavior is known enrolled in a California college or university; another 10 percent enrolled outside of California, for a total of 96.4 percent. As such, the college-going rates presented below for EAOP and MESA are artificially constrained by their methodology for gathering information on the post-high school behavior of their graduates. Availability of complete information on the participants of these programs would undoubtedly reveal a much higher college-going rate than presented below.

2. Information on the proportion of students who enrolled in California independent colleges and universities was not universally included in the computation of college-going rates across all categories of graduates or programs.

3. Information on graduates who chose to attend institutions outside of California was available only for graduates of the EAOP and MESA Programs.

For all these reasons, the Commission strongly discourages judgments about individual program effectiveness on the basis of comparisons of college-going rates across programs; those judgments should be made on the basis of information pre-

sented earlier in this section about each of the programs and the overall effectiveness of this set of programs, as discussed below.

College-Going Rates of Six Programs

Display 14 presents information on the higher education enrollment patterns of graduates from six programs as contrasted to the statewide rate and the rate of students from groups with documented low rates of eligibility.

Comparison to statewide rates: Without exception, the enrollment rates of graduates of each of the student academic development programs included on this display exceeded those of all California high school graduates in 1994. In the case of AVID Program graduates, the overall higher education enrollment rate was greater than the state average by nearly 45 percent; in the case of MESA Program graduates, there was a slight increase but if information was available on all its program participants, undoubtedly the rate at which MESA graduates enrolled in higher

DISPLAY 14 Postsecondary Enrollment Patterns of Graduates from Programs and All California Public High School Graduates in 1994

California Postsecondary Institutions	1994 State Graduates (N=227,300)	1994 Graduates from Groups with Low Eligibility Rates[1] (N=96,077)	1995 AVID Graduates (N=793)	1994 ACCESS Graduates (N=760)	1994 Cal-SOAP Graduates (N=4,502)	1994 EAOP Graduates[2] (N=7,329)	1995 MESA Graduates[3] (N=1,044)	1994 MC Graduates (N=115)
University of California	7.3%	3.7%	11.0%	6.1%	8.6%	18.7%	16.1%	7.0%
California State University	8.5%	7.2%	41.0%	11.7%	13.5%	17.9%	14.6%	8.7%
California Community College	35.2%	31.7%	35.0%	39.6%	42.0%	20.2%	11.5%	43.5%
Total California Public Higher Education	51.0%	42.6%	87.0%	57.4%	64.1%	56.8%	42.2%	59.2%
Independent California Institutions	2.2%[4]	N/A	11.0%	N/A	7.3%	5.3%	5.7%	7.0%
Total California Institutions	53.2%	42.6%	98.0%	57.4%	71.4%	62.1%	47.9%	66.2%
Out-of-State Institutions	N/A	N/A	N/A	N/A	N/A	6.1%	5.5%	5.2%
Total Higher Education	53.2%	42.6%	98.0%	57.4%	71.4%	68.2%	53.4%	71.4%

1. Includes Black, Latino, and Native American students.
2. Figures for EAOP are based on information from only 71.5 percent of the program graduates in 1994 which is likely to result in an underestimation of the program's actual college-going rate.
3. Figures for MESA are based on information from only 55.3 percent of the program graduates in 1995 which is likely to result in an underestimation of the program's actual college-going rate.
4. This figure includes students enrolled in independent colleges and universities from private as well as public schools in the State.

Source: California Postsecondary Education Commission

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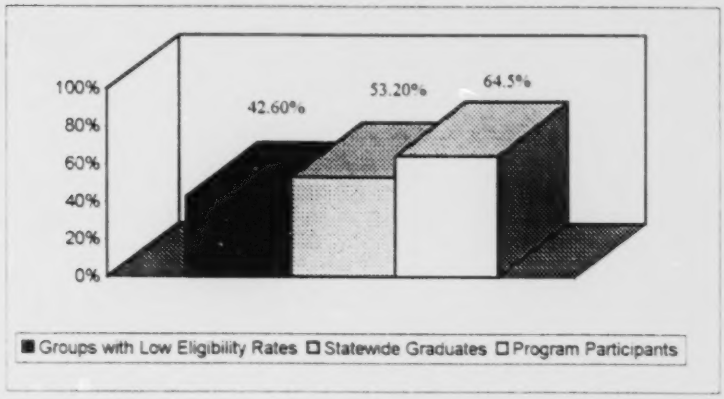
education would exceed the statewide rate by a considerable amount. Particularly noteworthy is the extent to which the enrollment rates of participants in these programs outstripped the statewide rate of graduates attending baccalaureate-granting institutions, including the University of California, the California State University, and California independent colleges and universities -- in some cases by more than double the statewide rate.

Comparison to rates for graduates from groups with low eligibility rates: Concomitant with the above pattern, the college-going rates of the six program participants included in the display exceeded significantly the corresponding rate for all graduates from groups with low eligibility rates. Again, this general pattern was particularly apparent with respect to enrollment in baccalaureate-granting institutions.

Combined College-Going Rates

Display 15 presents information on the combined college-going rate of participants across all six programs. When weighted by number of program graduates, the combined enrollment rates in California higher education for program participants who graduated in 1994 was 64.5 percent -- a rate that would undoubtedly increase if sufficient information was available about the proportion of these graduates who enrolled in colleges and universities outside of California and if the post-high school enrollment patterns for all EAOP and MESA graduates were known. The rate of 64.5 percent exceeds the statewide proportion of all graduates by 11.3 percentage points, or 21.2 percent; it outstrips the statewide rate for students from groups with documented low eligibility rates by 21.9 percentage points, or 51.4 percent.

DISPLAY 15 *Participation Rates in California Colleges and Universities of Selected Groups of 1994 High School Graduates*



Summary The analyses presented in this section demonstrate the extent to which these programs are effective at achieving their specific objectives and enhancing the proportion of their graduates who pursue higher education opportunities upon high school graduation. On its face, this evidence is compelling with respect to program effectiveness. However, its significance is highlighted when comparing the college-going rates of program participants with all California graduates in light of differences in the backgrounds of these two groups. That is, the proportion of students in these programs -- most of whom are from groups with documented low eligibility rates -- who enrolled in higher education was 21 percent higher than graduates statewide -- the majority of whom are from backgrounds and communities with a tradition of college attendance. Clearly, these programs offer many lessons that can guide our further efforts to achieve statewide educational equity goals -- the topic of the next section of this report.

Ruby Camacho graduated from California High School and is pursuing her postsecondary education at Whittier College. At this time, her interested field remains in Business and has planned on receiving a minor in Spanish. Ruby became aware of the Consortium through her involvement with the Cal-SOAP program, at Cal High.

Not much different than other scholarship applicants, Ruby is the eldest child of Mexican immigrants, and will be the first family member to attend a four-year college institution. Since her parents were not allowed such an educational opportunity, the value of an education was stressed in the home. Ruby had no doubt she was going on to college, however, the only question left, was which college? ***California Student Opportunity and Access Program (Cal-SOAP)***

5 Lessons to Be Learned From These Programs

IN ADDITION to providing direct services to students, these programs have functioned as a kind of laboratory for innovation and creativity -- both with respect to activities and their delivery -- over the last several years. When this experimentational aspect is coupled with their demonstrated effectiveness, these programs offer specific information and general lessons to the State, higher education institutions, and policy-makers interested in improving education for all students. This section of the report discusses those lessons in three major categories: (1) expectations of educators; (2) educational operations; and, (3) a comprehensive strategy for addressing educational issues.

Expectations of educators

All students can be "college-bound"

Perhaps the most important lesson to be learned from this study is an attitudinal one -- all students can prepare academically for enrollment in higher education. The documented effectiveness of these programs as measured by student outcomes provides substantial evidence that specific educational interventions bolster learning even for students from economically unstable communities with little or no history of college attendance. When combining information on the background of these students and their classmates on Displays 3 and 4 with their college-going rates on Displays 14 and 15, the clear message is that students from all backgrounds and communities have the potential to be college-bound. That message is both powerful and compelling and one that educators at all levels should internalize and integrate into their daily actions, as manifested in their expectations, attitudes, and behaviors toward students. It is also a message that "puts the lie" to notions that educators should expect and invest less in students from certain communities and backgrounds. Indeed, these programs demonstrate the opposite: students, irrespective of their backgrounds or community's history, can excel academically and prepare for college if they receive the proper tools to do so.

Genero is a CRP graduate who is attending CSUH majoring in Economics; he is also working as an intern with the Bay Area Rapid Transit (BART) District. Genero continues to participate in the Saturday College and Parent Night programs, serving as a guest speaker. In his speeches, he talks about his personal experiences with CRP when he was a student at Willard Middle School, the importance of CRP to middle school students, and the effect CRP has had on his life, including how this program prepared him for the college experience and encouraged him to enroll at CSUH. ***College Readiness Program (CRP)***

However, the optimism of this message is tempered with the realism that these programs continue to be essential because the knowledge and tools that they offer are unevenly distributed throughout the educational enterprise rather than integral in

every California school. Moreover, the unevenness of the distribution tends to adversely affect students from specific backgrounds and communities more than others. In that sense, these programs compensate for this unevenness and become levelers of the "playing field" -- not an ideal strategy in a State in which the typical student served by these programs is becoming the majority. Until schools throughout California incorporate into their curriculum, instructional practices, and counseling activities these supplemental services -- the more desirable alternative -- or more resources become available so that all students from backgrounds and communities with low eligibility rates can participate in these programs, only a proverbial "handful" of students will continue to benefit. And, because this handful constitutes only 8.6 percent of the student population in California from the groups that have documented low eligibility and college-going rates, these programs are limited by virtue of resource constraints in their capacity to prepare the State's next generation of leaders and workers.

Effective educational operations

Rate-attentiveness is the appropriate programmatic selection criterion

Much of the discussion over the last year about "affirmative action" has focused on the appropriateness of various strategies for achieving diversity in California higher education. Indeed, the University of California Board of Regents adopted the following amendment to the proposal that would eliminate consideration of race, ethnicity, gender, color, religion, and national origin in its admissions, employment, and contracting practices:

> Believing California's diversity to be an asset, we adopt this statement: Because individual members of all of California's diverse races have the intelligence and capacity to succeed at the University of California, this policy will achieve a UC population that reflects this state's diversity through the preparation and empowerment of all students in this state to succeed rather than through a system of artificial preferences.

This statement appears to reflect Governor Wilson's reference to achieving "diversity on the natural" -- a laudatory goal but one that will be a challenge to achieve in the near future because of the differential eligibility rates among high school students along geographic and racial-ethnic lines and, if the data were available, probably along socioeconomic lines. That is, the present eligibility rates for students from rural areas, of Black, Latino, and Native American families, and from poor communities are significantly lower than the eligibility rates for students from suburban areas, of Asian and White families, and from prosperous communities. Therefore, to achieve "diversity on the natural" will necessitate that low eligibility rates are raised such that the differential among groups of students is minimized, if not eliminated.

The programs included in this report have a common goal: to increase the number of students who pursue higher educational opportunities from backgrounds and communities that have documented low eligibility and college-going rates. If that is their goal, then these programs must <u>focus</u> on participants from those backgrounds and communities with the low rates because these efforts lack the re-

sources to serve all students. Nevertheless, these programs should function in an inclusive fashion that does not deny services to any student or group of students, but they must concentrate their efforts on those student groups with the lowest eligibility rates.

In short, the specific racial-ethnic, geographic, or socioeconomic characteristics of those groups is significant only because their eligibility rates are low; if, in the future, the rates of different groups become low, then they should become the group(s) upon which these programs are focused. In other words, the primary operative criterion for deciding which groups these programs should focus on is their eligibility rates, not their specific racial-ethnic, geographic, or socioeconomic level because those specifics may change from time to time, as occurred when the eligibility rates of Filipino students rose. Therefore, these programs which offer the best hope for lessening the documented differentials in eligibility rates among groups -- a precursor to achieving "diversity on the natural" -- should continue to be "rate-attentive" in their selection process.

Academic excellence is key in the college admissions process

When most of these programs were initiated, they emphasized services that focused on information dissemination, advisement, and motivational activities in order to both encourage students to consider college as a post-high school option and to ensure that students understood college admissions requirements and its complicated process. In that sense, these programs were addressing the need to develop a strong knowledge base in those communities in which attending college was an exception rather than the norm. Activities were designed to acquaint students and their parents with higher education through field trips to campuses, presentations by college graduates from similar communities, and the distribution of materials that described the college admissions process in detail.

Because the same need remains today, these services continue to be integral among the student academic development programs discussed in this report and described in Display 3. Moreover, these activities are especially crucial at particular times in the earlier educational careers of students. However, the emphasis in the most effective of these programs has shifted such that they now tend to concentrate on a set of services that strengthen the extent to which participants excel academically, particularly in the high school years. While achieving eligibility remains their fundamental goal, these programs recognize that further levels of academic excellence are required for students to succeed in college and in the workplace upon graduation. As a consequence, these programs are now enhancing their academic enrichment activities, including tutoring, skill development classes, college admissions test preparation workshops, and intensive academic experiences.

This shift in emphasis on the part of these programs acknowledges the enhanced competitive nature of the college admissions process, particularly to highly selective institutions and campuses. Simply achieving eligibility is no longer a guarantor of admission; only academic excellence, as indicated by completion of courses above and beyond the basic requirements, outstanding performance in those courses, and high scores on college admissions tests, assures a student a place at the

campus of first choice. Their recognition of current exigencies and their capacity to modify activities to accommodate those needs enhance the possibility that increasing number of program participants will be able to compete among a pool of eligible students whose performance indicators are getting stronger with each class. In this way, these programs are fulfilling their responsibilities to their participants, supporting institutional efforts to enroll a diverse student body, and contributing to the achievement of statewide educational equity goals.

College students play a significant role in preparing students for college

As Displays 2 and 3 illustrate, most of these programs employ college students as tutors, advisors, aides, or in other capacities, as appropriate. The involvement of college students in these programs is valuable for a number of reasons:

- They supplement and support the activities of professionals in the program such that students receive more assistance and in additional ways than they might from the limited program staff available on a full-time basis. Moreover, their services are available at a fraction of the cost of the certificated or credentialled staff which allows programs to expand their services to more students and schools.
- They are the embodiment of the goal that program participants strive to realize and often validate that the goal is achievable; and,
- Often, they function as mentors and role-models for secondary school students because they are close in age to those students so that they have a common set of experiences that promotes mutual understanding and respect.

Because of these roles that college students play, they have been invaluable contributors to the effectiveness of these programs.

This lesson has been incorporated into the new collaborative initiative developed by the California Education Round Table that seeks to enhance student learning and academic performance. In its plan, the Round Table states its intention to promote greater utilization of college students and other untapped resources in order to supplement efforts to improve student preparation for college. Based upon the evidence to date, this intention is justified and is likely to produce other unintended outcomes as have occurred in the past, including creating the opportunity for college students to reconsider their career choices and decide to pursue educationally related professions, increasing their own retention prospects, and enhancing their knowledge of subject matters through teaching others.

A comprehensive strategy for addressing educational issues

The history and current organizational arrangements tend to indicate that California's public universities, particularly the University of California, have been the main institutional players in these programs either through their initiation in program development, their assumption of administrative responsibilities, or their level of resource commitment. Their leadership and involvement in these programs has reap significant benefits in terms of the enrollment in their institutions of students from groups with documented low eligibility rates, as evidenced on Display 14. That

is, participants in all of the programs enrolled in the State University and University in substantially higher rates -- in some cases by as much as two or three times -- than did their classmates statewide or those from groups also characterized by low eligibility rates.

Enhanced student preparation benefits all educational sectors

While the community colleges have participated most notably in the California Student Opportunity and Access Program (Cal-SOAP) and Middle College (MC), they have also gained from enhanced preparation for college of students in these programs. The proportion of students in Cal-SOAP, Advancement Via Individual Determination Program (AVID), Alliance for Collaborative Change in Education in School Systems Program (ACCESS), and Middle College (MC) who enrolled in community colleges in 1994 matched or exceeded the statewide rate and the rate of students from groups with low eligibility rates.

Independent colleges and universities in California have especially profited from the improvement in the level of program participants' preparation for college. In the case of all student academic development programs for which college participation rates are reported in this study, the rate at which these programs' graduates enrolled in the independent college sector is more than two-and-one-half times the statewide rate. In the case of the AVID Program, the rate at which participants enrolled is five times as high as their classmates throughout the State.

Clearly, then, these programs contribute to the achievement of educational equity in all California's educational sectors -- a basic premise of the philosophy that undergirded the development of these programs initially. In fact, these programs were founded and gained support on the belief that enhanced student preparation will benefit all sectors because there will be a larger pool of prepared students from which to recruit for a specific campus or system. The findings bear out this assumption and reinforce the lesson that everyone gains -- students, colleges and universities, and the State -- when students are eligible and prepared to take advantage of the myriad higher education opportunities available in California.

Collaboration is a valuable tool of educational reform

Collaboration has become the educational strategy in vogue to achieve myriad outcomes over the last decade. These programs continue to demonstrate the effectiveness of this strategy in terms of: (1) student outcomes; (2) their efficiency in terms of cost-effectiveness; and, (3) their potential for developing the organizational capacity to address a wide range of educational issues.

1. Effectiveness in terms of student outcomes: As described earlier, these programs seek to enhance the academic preparation of students in order that they will pursue higher educational opportunities. The information presented in the last section clearly demonstrates that increased numbers of students -- most of whom are from backgrounds and communities with documented low eligibility rates -- are academically prepared to take advantage of collegiate opportunities. And, with more preparation, students have greater choice among the variety of institutions in the state. To the extent that those options expand, both

students and institutions can be selective in the college admissions process and, hopefully as a result, improve the success of students once they enroll in higher education.

2. Efficiency in terms of cost-effectiveness: For an average of $140 per student over the course of a year, these programs have substantially increased the college participation rates of their graduates. The reason that the cost to accomplish this goal is moderate is that the public schools and higher education are combining resources rather than duplicating efforts to achieve the same outcome. To the extent that several colleges and universities are collaborating in delivering services through these programs, they are eliminating duplication within higher education as well. The opportunity and feasibility to share resources, while achieving a common goal, creates the cost-effectiveness that is evident on Display 6.

3. Potential in terms of developing organizational capacity: The last report described collaboration as a kind of "flywheel" that develops the capacity to move beyond a specific activity to encompass larger and more complex educational issues. While the collaboration may have started as finite, the occasion to build trusting relationships, learn about each partner's organizational culture, plan and implement activities jointly, and share triumphs and failures create an unique dynamic that, often, is an impetus to greater cooperation. The experience of institutional participants in these programs provide many examples in which the organizational capacity to collaborate that developed while implementing these programs has fostered a panoply of unintended and positive outcomes.

Summary In the end, the collaborative experience may be the most compelling and valuable lesson to be learned from these programs. While these programs certainly have accomplished their student-centered goals, their small scope hinders the extent to which statewide educational equity goals have been achieved. However, they are, in many ways, the training ground through which educators learn the spirit, skills, and will to collaborate in addressing the various educational challenges facing California. In that sense, collaboration forces all participants to stretch their boundaries for the benefit of the students that they seek to educate.

"Participating in EAOP and Pre College Academy has helped me challenge my thinking skills and greatly prepared me for the upcoming school year." Student from Balboa High School enrolled in Pre-College Academy ***Early Academic Outreach Program (EAOP)***

Clearly, collaboration requires additional time and patience, but its rewards are clearly worth it, as one director noted:

> The question of whether intersegmental approaches to addressing the educational challenges facing California are better than other alternatives calls to mind Winston Churchill's characterization of democracy as the 'Worst form of government except all those other forms that have been tried from time to time'.

> Intersegmentalism is slow, frail, inefficient, exasperating, wholly without style, and absolutely essential to solving the enormous challenges besetting our feudal educational systems. Though morally powerful, it is a political weakling wholly dependent upon the shifting priorities of the systems' leaders. Its greatest potential lies in the willing cooperation of strong, independent segments who perceive that their own welfare is linked to the welfare of the whole. The challenge for the state, it seems to me, is to keep public attention focused on the whole and to strengthen the hand of those committed to intersegmental approaches by increasing the incentives associated with it (*1990 Report on ACCESS CCPP*, pp. 12).

Over the last several years, the "shifting priorities of the systems' leaders" have become especially focused on collaboration as a means by which to address our educational challenges. The Commission applauds that shift and recognizes that the student academic development programs discussed in this report have been in the vanguard of the collaborative movement and will remain so as they continue to collaborate in order to achieve statewide educational equity goals.

Appendix School Participation Report for Outreach Programs

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	Cal-SOAP CAPP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Alameda County									
Alameda City Unified									
Alameda High									
Chipman Middle	600000		Y						
Encinal High									
Island High (Cont.)									
Lincoln Middle									
Wood (Will C.) Middle									
Albany City Unified									
Albany High	013045					Y			
Albany Middle									
Macgregor High (Cont.)									
Berkeley Unified									
Berkeley High	013117					Y	Y		
East Campus, Berkeley High (Cont.)									
King Junior High	605685						Y		
Longfellow Arts & Technology Middle									
Malcolm X Intermediate	609028						Y		
Willard Junior High	605686						Y		
Castro Valley Unified									
Canyon Middle School									
Castro Valley High	013222					Y			
Dublin Unified									
Dublin High									
Valley High (Cont.)									
Wells Middle									
Emery Unified									
Emery Middle School Academy Emery High									
Fremont Unified									
American High									
Centerville Junior High									
Hopkins (William) Junior High									
Horner (John M.) Junior High									
Irvington High									
Kennedy (John F.) High									
Mission San Jose High									
Robertson High (Cont.)									
Thornton Junior High									
Walters (G. M.) Junior High									
Washington High									

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Hayward Unified										
Brenkwitz High (Cont.)										
Bret Harte Intermediate										
Hayward High	013362						Y			
La Vista Intermediate										
Martin Luther King Intermediate										
Mt. Eden High	013531						Y			
Ochoa (Anthony W.) Intermediate										
Tennyson High	013833						Y			
Winton Intermediate										
Livermore Valley Joint Unified										
Del Valle Continuation High										
East Avenue Middle										
Granada High										
Junction Avenue Middle										
Livermore High										
Phoenix High (Cont.)										
William Mendenhall Middle										
New Haven Unified										
Alvarado Middle										
Barnard-White Middle	605698					Y				
Chavez (Cesar) Middle										
El Rancho Verde High (Cont.)										
James Logan High	013466						Y			
Newark Unified										
Bridgepoint High (Cont.)										
Newark Junior High										
Newark Memorial High										
Oakland Unified										
Brewer (Edna) Junior High	605706					Y		Y		
Bunche Continuation High										
Carter Middle	605710	Y						Y		
Castlemont Senior High	013209	Y					Y	Y		
Claremont Middle	605700	Y						Y		
Cox Elementary	600178							Y		
Dewey/Baymart Senior High (Cont.)										
Eastside Continuation High										
Elmhurst Middle	605701	Y								
Far West (Cont.)										
Foster Middle	600177	Y								
Fremont Senior High	013313	Y					Y	Y		
Frick Junior High	605702	Y						Y		
Harte (Bret) Junior High	605699	Y								

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School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Oakland Unified (Continued)										
Havenscourt Junior High	606586	Y								
King (Martin Luther Jr.) Elementary	607223									Y
King Estates Junior High	606644	Y								
Lazear Jingletown Charter Middle										
Longfellow Elementary	600203							Y		
Lowell Middle	605705	Y						Y		Y
Madison Middle	606645	Y						Y		
McClymonds Senior High	013479						Y	Y		
Montera Junior High	605707	Y						Y		
Oakland Senior High	013590						Y	Y		
Oakland Technical Senior High	013605	Y					Y	Y		
Roosevelt Junior High	605708	Y								
Simmons (Calvin) Junior High	605703	Y								
Skyline Senior High	013794	Y					Y	Y		
Westlake Junior High	605709	Y								
Piedmont City Unified										
Piedmont High										
Piedmont Indep. Learning High (Cont.)										
Piedmont Middle										
Pleasanton Unified										
Amador Valley High										
Foothill High										
Harvest Park Intermediate										
Pleasanton Middle										
Village High (Cont.)										
San Leandro Unified										
Bancroft Middle										
Lincoln High (Cont.)										
Muir (John) Middle										
San Leandro High										
San Lorenzo Unified										
Arroyo High										
Bohannon High (Cont.)										
San Lorenzo High										
Amador County										
Amador County Unified										
Amador County High										
Argonaut High										
Independence High (Cont.)										
Ione Junior High										
Jackson Junior High										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Butte County										
Biggs Unified										
Biggs Middle High										
Chico Unified										
Bidwell Junior High										
Chico High										
Chico Junior High	605713							Y		
Fair View High (Cont.)										
Pleasant Valley High	043755				Y					
Durham Unified										
Durham High										
Durham Intermediate										
Golden Feather Union Elementary										
Concow Elementary										
Gridley Union Elementary										
Sycamore Elementary										
Gridley Union High										
Esperanza High (Cont)										
Gridley High										
Oroville City Elementary										
Central Middle										
Oroville Union High										
Las Plumas High	043480				Y					
Oroville High										
Prospect High (Cont.)										
Paradise Unified										
Paradise Charter Middle										
Paradise Intermediate										
Paradise Senior High										
Ridgeview High (Cont.)										
Calavaras County										
Bret Harte Union High										
Arnold High										
Bret Harte Union High										
Copper Cove High										
Vallecito Continuation High										

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School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Calaveras Unified										
Calaveras High	053150				Y					
Gold Strike High (Cont.)										
Toyon Middle										
West Point High (Cont.)										
Vallecito Union Elementary										
Avery Middle										
Colusa County										
Colusa Unified										
Colusa Alternative High (Cont.)										
Colusa High										
Egling (George T.) Middle										
Maxwell Unified										
Maxwell High										
Prine (Enid) High (Cont.)										
Pierce Joint Unified										
Arbuckle Alternative High (Cont.)										
John son (Lloyd G.) Jr. High										
Pierce High	063525									
Williams Unified										
Mid Valley High (Cont.)										
Williams High										
Contra Costa County										
Acalanes Union High										
Acalanes High										
Campolindo High										
Del Oro High (Cont)										
Las Lomas High										
Miramonte High										
Antioch Unified										
Antioch High	073086						Y			
Antioch Junior High	605717						Y			
Black Diamond Middle										
Live Oak High (Cont.)										
Park Junior High	606115						Y			
Brentwood Union Elementary										
Bristow (William B.) Middle										
Edna Hill Middle	600365						Y			
Byron Union Elementary										
Byron Elementary										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
John Swett Unified										
Carquinez Middle										
Swett (John) High										
Willow High (Cont.)										
LaFayette Elementary										
M. H. Stanley Intermediate										
Liberty Union High										
La Paloma High (Cont.)										
Liberty High	073398						Y			
Martinez Unified										
Alhambra Senior High	073054						Y			
Martinez Junior High	605718						Y			
Vicente Martinez High (Cont.)										
Moraga Elementary										
Joaquin Moraga Intermediate										
Mt. Diablo Unified										
Adelante High (Cont.)										
Clayton Valley High										
College Park High										
Concord High										
Crossroads High (Cont.)	073041									Y
Diablo View Middle										
El Dorado Middle										
Foothill Middle										
Gateway High (Cont.)										
Glenbrook Middle	600407				Y					
Mt. Diablo High	073456				Y		Y			
Northgate High										
Nueva Vista High (Cont.)										
Oak Grove Middle										
Olympic Continuation High										
Pine Hollow Middle										
Prospect High (Cont.)										
Riverview Middle	600426				Y		Y			
Sequoia Middle										
Summit High (Cont.)										
Valley View Middle										
Ygnacio Valley High										
Oakley Union Elementary										
O'Hara Park Middle	610876						Y			
Orinda Union Elementary										
Orinda Intermediate										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Pittsburg Unified										
Central Junior High	608496						Y			
Hillview Junior High	606116						Y			
Pittsburg Senior High	073540						Y			
Riverside High (Cont.)										
San Ramon Valley Unified										
California High										
Del Amigo High (Cont.)										
Los Cerros Middle										
Monte Vista High										
Pine Valley Intermediate										
San Ramon Valley High										
Stone Valley Intermediate										
Wood (Charlotte) Middle										
Walnut Creek Elementary										
Walnut Creek Intermediate										
West Contra Costa Unified										
Adams Middle	605720								Y	
Crespi Junior High	606117								Y	
De Anza Senior High	073216						Y			
Delta Continuation High										
El Cerrito Senior High	073294						Y			Y
Gompers (Samuel) Continuation										
Helms Middle	605722				Y				Y	
Kappa Continuation High										
Kennedy High	073365				Y		Y			
Middle College High	073029						Y			
North Campus Continuation										
Omega Continuation High										
Pinole Junior High	605723								Y	
Pinole Valley High	073531						Y			
Portola Junior High	605724					Y			Y	
Richmond High	073590						Y			
Sigma Continuation High										
Del Norte County										
Del Norte County Unified										
Crescent Elk Elementary										
Del Norte High	083300				Y					
Sunset High (Cont.)										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
El Dorado County										
Black Oak Mine Unified										
Divide High (Cont.)										
Golden Sierra High										
Buckeye Union Elementary										
Camerado Springs Intermediate										
Rolling Hills Middle										
El Dorado Union High										
El Dorado High										
Independence Continuation										
Oak Ridge High										
Ponderosa High										
Gold Oak Union Elementary										
Pleasant Valley Middle	610969									
Lake Tahoe Unified										
Mt. Tallac High (Cont.)	093004									
South Tahoe High	093780									
South Tahoe Middle										
Transitional Learning Ctr (Cont.)	093010									
Mother Lode Union Elementary										
Green (Herbert C.) Elementary										
Pioneer Union Elementary										
Mountain Creek Middle										
Placerville Union Elementary										
Markham (Edwin) Elementary										
Pollock Pines Elementary										
Sierra Ridge Middle										
Rescue Union Elementary										
Marina Village Intermediate										
Fresno County										
CaRuthers Union High										
CaRuthers High										
Marc High (Cont.)										
Central Unified										
Central High										
El Capitan Elementary										
Pershing High (Cont.)										
Clovis Unified										
Alta Sierra Intermediate	610991				Y					
Buchanan High	103050									
Clark Intermediate	606661				Y					

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Clovis High	103105				Y			Y		
Clovis West High	103019				Y			Y		
Gateway High (Cont)										
Kastner Intermediate	610119				Y					
Coalinga/Huron Joint Unified										
Cambridge High (Cont.)										
Chesnut High (Cont.)										
Coalinga High	103137				Y					
Coalinga Middle										
Firebaugh-Las Deltas Unified										
El Puente High (Cont)										
Firebaugh High										
Firebaugh Middle										
Fowler Unified										
Casa Blanca Continuation										
Fowler High										
Fremont Middle										
Fresno Unified										
Ahwahnee Middle										
Bullard High										
Cambridge Continuation High										
Cooper Middle										
Dewolf Continuation High										
Duncan (Erma) Polytechnical High										
Edison Computech										
Edison High	103189						Y	Y		
Fort Miller Preparatory Middle										
Fresno Continuation High										
Fresno High	103250						Y	Y		
Herbert Hoover High	103291							Y		
Kings Canyon Middle	605732							Y		
McLane High	103421						Y			
Roosevelt Continuation										
Roosevelt High	103583				Y		Y	Y		
Scandinavian Middle	600648					Y				
Sequoia Middle	605733				Y					
Southeast Middle	611288				Y					
Tehipite Middle	608853					Y				
Tenaya Middle										
Tioga Middle										
Wawona Middle										
Yosemite Middle										
Golden Plains Unified										
Rio Del Rey High (Cont.)										
Tranquillity High										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Kerman Unified										
Kerman High										
Kerman Middle										
Nova High (Cont.)										
Kings Canyon Joint Unified										
Citrus Middle										
General Grant Middle										
Kings Canyon Continuation										
Navelencia Middle										
Reedley High	103531									
Kingsburg Joint Union Elementary										
Johnson (Rafer) Junior High	610832				Y					
Roosevelt Elementary										
Kingsburg Joint Union High										
Kingsburg High	103369				Y					
Oasis Continuation High										
Laton Joint Unified										
Conejo Middle										
Laton High	103395				Y					
Oak View High (Cont.)										
Mendota Unified										
McCabe Junior High										
Mendota Continuation High										
Mendota High										
Parlier Unified										
Martinez (John C.) Junior High										
Parlier High	103499				Y		Y			
San Joaquin Vlly High (Cont.)										
Riverdale Joint Unified										
Horizon Continuation High										
Riverdale Elementary										
Riverdale High										
Sanger Unified										
Kings River High (Cont.)										
Sanger High	103609				Y		Y	Y		
Washington Academic Middle	600720					Y		Y		
Selma Unified										
Heartland High (Cont)										
Lincoln (Abraham) Middle										
Selma High	103667							Y		

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Sierra Unified										
Foothill Middle										
Sandy Bluffs Educ. Ctr (Cont.)										
Sierra High	103693						Y			
Washington Union High										
Easton Continuation High										
Washington High	103830						Y			
West Fresno Elementary										
West Fresno Middle										
Glenn County										
Hamilton Union High										
Barkley (Ella) High (Cont.)										
Hamilton Union High										
Orland Joint Union Elementary										
Price Intermediate										
Orland Joint Union High										
North Valley High (Cont.)										
Orland High										
Princeton Joint Unified										
Princeton Junior-Senior High										
Stony Creek Joint Unified										
Bidwell Point High (Cont.)										
Elk Creek Junior-Senior High										
Willows Unified										
Dunning High (Cont.)										
Willows High										
Willows Intermediate										
Humboldt County										
Arcata Elementary										
Sunny Brae Middle										
Eureka City High										
Barnum (Zoe) High (Cont.)										
Eureka Senior High										
Humboldt Bay High (Cont.)										
Winship Junior High										
Zane (Catherine L.) Junior High										
Ferndale Unified										
Ferndale High										
Fortuna Union Elementary										
Fortuna Elementary										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Fortuna Union High										
East High (Cont)										
Fortuna Union High										
Klamath-Trinity Joint Unified										
Captain John Continuation										
Hoopa Valley High										
Mattole Unified										
Mattole Triple Junction High										
Northern Humboldt Union High										
Arcata High										
McKinleyville High										
Pacific Coast High (Cont.)										
Tsurai High (Cont.)										
Southern Humboldt Joint Unified										
Miranda Junior High										
Osprey Learning Center (Cont.)										
South Fork High										
Imperial County										
Brawley Elementary										
Worth (Barbara) Junior High	600826						Y			
Brawley Union High										
Brawley High	133140				Y		Y			
Desert Valley High (Cont.)										
Calexico Unified										
Aurora High (Cont.)										
Calexico High	133220				Y		Y			
De Anza Junior High	600833						Y			
Moreno (William) Junior High	611158				Y					
Calipatria Unified										
Calipatria High	133250				Y		Y			
Fremont Elementary	600839						Y			
Midway High (Cont.)										
Central Union High										
Central High	133300				Y		Y			
Desert Oasis High (Cont.)	133355				Y					
El Centro Elementary										
Kennedy Middle	600844						Y			
Wilson Junior High	600849						Y			
Heber Elementary										
Heber Elementary	600850						Y			

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Holtville Unified										
Holtville High	133530				Y		Y			
Holtville Junior High	600852						Y			
Webb (Sam) Continuation										
Imperial Unified										
Imperial Avenue Holbrook High (Cont.)										
Imperial High	133590				Y		Y			
Wright (Frank M.) Intermediate	600856						Y			
Mulberry Elementary										
Mulberry Elementary	600862						Y			
San Pasqual Valley Unified										
Manes (Bill M.) High (Cont.)										
San Pasqual Middle										
San Pasqual Valley High										
Inyo										
Big Pine Unified										
Big Pine High										
Bishop Joint Union High										
Bishop High										
Palisade Glacier High (Cont.)										
Bishop Union Elementary										
Home Street Middle										
Lone Pine Unified										
Lone Pine High										
Owens Valley Unified										
Owens Valley High										
Kern County										
Arvin Union Elementary										
Haven Drive Middle										
Bakersfield City Elementary										
Chipman Junior High	600884							Y		
Compton Junior High	600902							Y		
Curran Junior High	600900							Y		
Emerson Junior High	600891							Y		
Sierra Junior High	600915							Y		
Stiern (Walter) Middle										
Washington Junior High	600917							Y		
Beardsley Elementary										
Beardsley Junior High										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Delano Joint Union High										
Delano High	153167				Y			Y		
Valley High (Cont.)										
Delano Union Elementary										
Cecil Avenue Junior High										
Edison Elementary										
Edison Senior Elementary										
El Tejon Unified										
Frazier Mountain High										
Fairfax Elementary										
Fairfax Elementary	600949							Y		
Fruitvale Elementary										
Fruitvale Junior High										
Greenfield Union Elementary										
Greenfield Junior High										
Ollivier (Leon H.) Jr. High										
Kern Union High										
Arvin High	153025						Y	Y		
Bakersfield High	153070						Y	Y		
Centennial High										
Central Valley Cont High										
East Bakersfield High	153229						Y	Y		
Foothill High	153260						Y	Y		
Highland High	153333						Y			
Kern Valley High										
North High										
Nueva Continuation High										
Ridgeview High										
Shafter High	153508						Y	Y		
South High	153539						Y	Y		
Stockdale High	153034						Y			
Summit Conitnuation										
Vista East Continuation										
Vista High (Cont.)										
Vista West Continuation										
West High	153660						Y	Y		
Kernville Union Elementary										
Wallace (Woodrow W.) Middle										
Lamont Elementary										
Mountain View Middle										
Lost Hills Union Elementary										
Lost Hills Middle										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Maricopa Unified										
Maricopa High										
McFarland Unified										
McFarland High										
McFarland Middle										
San Joaquin High (Cont.)										
Mojave Unified										
California City Middle										
Joshua Middle										
Mojave Senior High										
Mountain View High (Cont.)										
Muroc Joint Unified										
Boron Junior-Senior High										
Desert Junior/Senior High										
Forbes Avenue Elementary										
North Edwards High (Cont.)										
Norris Elementary										
Norris Middle										
Panama Buena Vista Union Elementary										
Actis (O.J.) Junior High										
Tevis Junior High										
Thompson (Fred L.) Junior High										
Warren (Earl) Jr. High										
Richland-Lerdo Union Elementary										
Richland Intermediate										
Richland Senior Elementary	601000							Y		
Rosedale Union Elementary										
Rosedale Middle										
Sierra Sands Unified										
Burroughs High										
James Monroe Junior High										
Mesquite Continuation High										
MurRay Junior High										
Pierce Elementary	600929									Y
Southern Kern Unified										
Rare Earth High (Cont.)										
RoSamond High										
Tropico Middle										
Standard Elementary										
Standard Middle										
Taft City Elementary										
Lincoln Elementary										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Taft Union High										
Buena Vista High (Cont.)										
Taft Union High										
Tehachapi Unified										
Jacobsen Junior High										
Monroe High (Cont.)										
Tehachapi High										
Vineland Elementary										
Sunset Elementary										
Wasco Union Elementary										
Jefferson (Thomas) Middle										
Wasco Union High										
Independence High (Cont.)										
Wasco High										
Kings County										
Armona Union Elementary										
Parkview Middle										
CorCoran Joint Unified										
CorCoran High										
John Muir Middle										
Kings Lake High (Cont.)										
Hanford Elementary										
Kennedy (John F.) Junior High										
Wilson (Woodrow) Junior High										
Hanford Joint Union High										
Hanford High	163440						Y	Y		
Hanford High Night (Cont.)										
John son (Earl F.) High (Cont.)										
Lemoore Union Elementary										
Liberty Middle										
Lemoore Union High										
Jamison (Donald C.) High (Cont.)										
Lemoore High	163560						Y			
Yokuts High (Cont.)										
Pioneer Union Elementary										
Pioneer Union Middle										
Public and Private Postsecondary Schools										
Hanford High\West	163443						Y			

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Reef-Sunset Unified										
Adelante High (Cont.)										
Avenal High										
Reef Sunset Middle										
Sunrise High (Cont.)										
Lake County										
Kelseyville Unified										
Intermountain High										
K C High (Cont.)										
Kelseyville High										
Mountain Vista Middle										
Konocti Unified										
Carle' (William C.) High (Cont.)										
Lower Lake High										
Oak Hill Middle										
Lakeport Unified										
Clear Lake High										
Natural High (Cont.)										
Terrace Elementary										
Middletown Unified										
Loconoma Valley High (Cont.)										
Middletown High										
Middletown Middle										
Upper Lake Union Elementary										
Upper Lake Middle										
Upper Lake Union High										
Clover Valley High (Cont.)										
Upper Lake High										
Lassen County										
Big Valley Joint Unified										
Big Valley High										
Big Valley Intermediate										
Gateway High (Cont.)										
Fort Sage Unified										
Fort Sage Middle										
Herlong High										
Render Continuation High										
Lassen Union High										
Credence High (Cont)										
Lassen High										
Susanville Elementary										
Diamond View Elementary										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Westwood Unified										
Westwood High										
Los Angeles County										
Abc Unified										
Artesia High	193036			Y						
Carmenita Junior High										
Cerritos High										
Fedde (Pharis F.) Junior High	606123			Y						
Gahr (RiChard) High	193315									
Haskell (Pliny Fisk) Jr. High										
Ross (Faye) Junior High										
Tetzlaff (Martin B.) Junior Hi										
Tracy (Wilbur) High (Cont.)										
Whitney (Gretchen) High										
Acton-Agua Dulce Unified										
High Desert										
Vasquez High										
Alhambra City High										
Alhambra High	193016				Y					
Century High (Cont)										
Mark Keppel High	193455									
San Gabriel High										
Antelope Valley Union High										
Antelope Valley High										
Desert Winds Continuation High										
Highland High										
Lancaster High										
Littlerock High										
Palmdale High										
Quartz Hill High										
Arcadia Unified										
Arcadia High										
Dana (Richard Henry) Middle										
First Avenue Middle										
Foothills Middle										
Azusa Unified										
Azusa High										
Center Middle										
Foothill Middle										
Gladstone High	193344							Y		
Sierra High (Cont.)										
Slauson Intermediate										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Baldwin Park Unified										
Baldwin Park High										
Holland (Jerry D.) Junior High										
Jones (Charles D.) Junior High										
North Park Continuation High										
Olive Middle										
Sierra Vista High										
Sierra Vista Junior High										
Bassett Unified										
Bassett Senior High										
Nueva Vista Continuation High										
Torch Middle										
Bellflower Unified										
Bellflower High										
Mayfair High	193561									Y
Somerset Continuation High										
Beverly Hills Unified										
Beverly Hills High										
Moreno High (Cont.)										
Bonita Unified										
Bonita High										
Chaparral High (Cont.)										
Lone Hill Middle										
Ramona Middle										
San Dimas High										
Burbank Unified										
Burbank (Luther) Middle										
Burbank High										
Burroughs High										
Jordan (David Starr) Middle										
Monterey High (Cont.)										
Muir (John) Middle										
Castaic Union Elementary										
Castaic Middle										
Centinela Valley Union High										
Hawthorne High										
Leuzinger High										
Lloyde (R. K.) High (Cont.)										
Charter Oak Unified										
Arrow High (Cont.)										
Charter Oak High										
Royal Oak Intermediate										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Claremont Unified										
Claremont High										
El Roble Intermediate										
San Antonio High (Cont.)										
Compton Unified										
Bunche (Ralph) Elementary	601349							Y		
Bunche Middle	605755						Y			
Centennial High	193156						Y	Y		
Chavez (Cesar) Cont. High										
Compton High	193196			Y			Y	Y		
Davis Middle	606673			Y			Y	Y		
Dominguez High	193232						Y	Y		
Enterprise Middle	605756						Y			
Roosevelt Middle										
Tubman (Harriet) Cont. High										
Vanguard Learning Center	605757						Y			
Walton Middle	606127						Y	Y		
Whaley Middle	605758							Y		
Willowbrook Middle	605759						Y			
Covina-Valley Unified										
Covina High										
Fair Valley High (Cont.)										
Las Palmas Intermediate										
Northview High										
Sierra Vista Intermediate										
South Hills High										
Traweek Intermediate										
Culver City Unified										
Culver City Middle	605760		Y							
Culver City Senior High	193220		Y				Y			
Culver Park Continuation High										
Downey Unified										
Columbus Continuation										
Downey High										
East Middle										
Griffiths Middle										
South Middle										
Warren High										
West Middle										
Duarte Unified										
Duarte High										
Mt. Olive Continuation High										
Northview Intermediate										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
East Whittier City Elementary										
East Whittier Middle	601299				Y					
Granada Middle										
Hillview Middle										
Eastside Union Elementary										
Cole (Gifford C.) Middle										
El Monte Union High										
Arroyo High	193032				Y					
El Monte High	193266			Y	Y					
Mountain View High	193268			Y						
Rosemead High										
South El Monte High										
Valle Lindo Continuation High										
El Rancho Unified										
Burke (Osburn) Middle	605768				Y					
El Rancho High	193270			Y	Y		Y	Y		
North Park Middle	606128				Y					
Pio Pico Elementary	601336									Y
Rivera Middle	606129				Y		Y			
Salazar (Ruben) Continuation										
El Segundo Unified										
Arena High (Cont.)										
El Segundo High										
El Segundo Middle										
Garvey Elementary										
Garvey (Richard) Intermediate	601360				Y					
Temple (Roger W.) Intermediate										
Glendale Unified										
Crescenta Valley Senior High										
Daily (Allan F.) High (Cont.)										
Glendale Senior High										
Hoover (Herbert) Senior High	193408				Y					
Roosevelt (Theodore) Middle	605771				Y					
Rosemont Middle										
Toll (Eleanor J.) Middle H										
Wilson (Woodrow) Middle										
Glendora Unified										
Glendora High										
Goddard Middle										
Sandburg Middle										
Whitcomb Continuation High										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Hacienda La Puente Unified										
Cedarlane Middle										
La Puente High	193480			Y						
Los Altos High										
Newton Middle										
Orange Grove Middle										
Sierra Vista Middle										
Sparks Middle										
Valley Alternative High (Cont.)										
Wilson (Glen A.) High										
Workman (William) High										
Hawthorne Elementary										
Hawthorne Intermediate	601396							Y		
Yukon Intermediate	601402							Y		
Inglewood Unified										
Crozier (George W.) Junior High	605774					Y	Y			
Hillcrest High (Cont.)										
Inglewood High	193423						Y	Y		
La Tijera Elementary	601451							Y		
Lane (Warren) Elementary	601452							Y		
Monroe (Albert F.) Junior High	605775					Y	Y			
Morningside High	193604			Y				Y		
Parent (Frank D.) Elementary	601454							Y		
Keppel Union Elementary										
Almondale Middle										
La Canada Unified										
La Canada Continuation										
La Canada High	193461									Y
Lancaster Elementary										
New Vista Middle										
Park View Intermediate										
Piute Intermediate										
Las Virgenes Unified										
Agoura High	193008									
Calabasas High	193178									
Indian Hills Continuation High										
Lindero Canyon Middle										
Wright (Arthur E.) Middle										
Lawndale Elementary										
Rogers (Will) Intermediate										
Lennox Elementary										
Jefferson Elementary	601496									Y
Lennox Middle	610673					Y				Y

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Little Lake City Elementary										
Lake Center Elementary										
Lakeside Elementary										
Long Beach Unified										
Avalon (K-12)										
Bancroft Middle										
California Academy Of Mathematics & Scie	199553						Y	Y		
Demille Middle										
Franklin Middle	606134							Y		
Hamilton Middle	605778							Y		
Hill Middle										
Hoover Middle										
Hughes Middle										
Jefferson Middle										
Jordan High	193447						Y	Y		
Lakewood High										
Lindbergh Middle	605781						Y			
Marshall Middle										
Millikan Senior High										
Polytechnic High	193694						Y			
Reid Senior High (Cont.)										
Rogers Middle										
Roosevelt Elementary	601560						Y			
Savannah Academy (Grade 9)										
Stanford Middle										
Stephens Middle										
Washington Middle										
Wilson High										
Los Angeles Co. Office Of Education										
International Polytechnic High										
Los Angeles Unified										
Adams (John) Junior High										
Addams (Jane) Continuation										
Aliso High (Cont.)										
Angel's Gate (Cont.)										
Audubon Junior High	606139						Y		Y	
Avalon Continuation										
Bancroft (Hubert Howe) Junior										
Banning (Phineas) Senior High	193065			Y						
Bell Senior High	193086						Y	Y		
Belmont Senior High	193092						Y	Y		
Belvedere Junior High	605788						Y	Y		
Berendo Junior High										
Bethune (Mary McLeod) Junior High	605814						Y		Y	
Birmingham Senior High	193104						Y			Y
Boyle Heights Continuation										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Brave (Francisco) Medical Magnet High	199544						Y			
Burbank (Luther) Junior High										
Burroughs (John) Junior High										
Byrd (Richard E.) Junior High	605790					Y				
Canoga Park Senior High										
Carnegie (Andrew) Junior High										
Carson Senior High	193152						Y			
Carver (George Washington) Jr. High										
Central Continuation										
Chatsworth Senior High	193170						Y			
Cheviot Hills Continuation										
Clay (Henry) Junior High	606142						Y		Y	
Cleveland (Grover) High	193186						Y			
Columbus (Christopher) Junior										
Crenshaw Senior High	193212						Y		Y	Y
Curtiss (Glenn Hammond) Junior	606629					Y				
Dana (Richard Henry) Junior Hi										
Del Rey Continuation										
Dodson (Rudecinda Sepulveda) J										
Dorsey (Susan Miller) Senior H	193238						Y	Y		
Downtown Business High										
Drew (Charles) Junior High	605796						Y			
Eagle Rock Junior-Senior High	193254							Y		
Eagle Tree Continuation										
Earhart (Amelia) Continuation										
Edison (Thomas A.) Junior High	606144						Y	Y		
Einstein (Albert) Continuation										
El Camino Real Senior High	193262				Y					
El Sereno Junior High	606843						Y			
Ellington (Duke) High (Cont.)										
Emerson (Ralph Waldo) Middle										
Evergreen Continuation										
Fairfax Senior High	193292						Y			
Fleming (Alexander) Junior Hig										
Foshay Learning Center (K-10)	606145						Y	Y		
Francis (John H.) Polytechnic	193298						Y	Y		
Franklin (Benjamin) Senior Hig	193304						Y			
Fremont (John C.) Senior High	193311						Y		Y	
Frost (Robert) Junior High										
Fulton (Robert) Junior High										
Gage (Henry T.) Junior High	606146							Y		
Gardena Senior High	193324						Y	Y	Y	
Garfield (James A.) Senior High	193338						Y			
Gompers (Samuel) Intermediate	605802						Y			
Granada Hills Senior High	193374									Y
Grant (Ulysses S.) Senior High	193379									Y
Grey (Zane) Continuation										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Griffith (David Wark) Jr. High										
Hale (George Ellery) Junior Hi										
Hamilton (Alexander) Senior Hi	193385						Y			
Harte (Bret) Prepatory Intermediate	605804					Y	Y		Y	
Henry (Patrick) Junior High										
Highland Park Continuation										
Hollenbeck Junior High	605805						Y	Y		
Hollywood Senior High										
Holmes (Oliver Wendell) Junior	605806				Y					
Hope (John) Continuation										
Huntington Park Senior High	193415						Y	Y		
Independence Continuation										
Indian Springs Continuation										
Irving (Washington) Junior Hig	605807							Y		
Jefferson (Thomas) Senior High	193437						Y	Y		
John son (Dorothy V.) Opportunity High										
Jordan (David Starr) Senior Hi	193445						Y		Y	
Kennedy (John F.) High	193994						Y			
King (Thomas Starr) Junior Hig										
King/Drew Medical Magnet High										
Lawrence (Ernest) Middle										
Le Conte (Joseph) Junior High										
Leonis (Miguel) Continuation										
Lewis (Robert H.) Continuation										
Lincoln (Abraham) Senior High	193512						Y	Y		
Locke (Alain Leroy) Senior Hig	193515						Y	Y	Y	
LonDon (Jack) Continuation										
Los Angeles Senior High	193535						Y	Y		
Maclay (Charles) Junior High	605810					Y		Y		
Madison (James) Junior High										
Mann (Horace) Junior High	605811						Y		Y	
Manual Arts Senior High	193551						Y	Y		
Marina Del Rey Middle										
Mark Twain Junior High	605813						Y			
Markham (Edwin) Junior High										
Marshall (John) Senior High	193556						Y	Y		
Metropolitan Continuation										
Middle College High (Cont.)										
Millikan (Robert A.) Junior Hi										
Mission Continuation										
Moneta Continuation										
Monroe (James) High	193586									Y
Monterey Continuation										
Mt. Gleason Junior High										
Mt. Lukens Continuation										
Mt. Vernon Junior High	606153						Y			
Muir (John) Junior High	605817					Y		Y	Y	

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Mulholland (William) Junior High										
Narbonne (Nathaniel) Senior Hi	193616						Y			Y
NewMark (Harris) Continuation										
Nightingale (Florence) Junior High	605819						Y	Y		
Nimitz (Chester W.) Junior High	605793							Y		
Ninth Street Elementary	610481									Y
Nobel (Alfred Bernhard) Middle										
North Hollywood Senior High	193635						Y			
Northridge Junior High	605820				Y					
Odyssey Continuation										
Olive Vista Junior High	606155				Y	Y		Y		
Owensmouth Continuation										
Pacoima Junior High	605821					Y	Y			
Palisades Senior High	193656						Y			Y
Palms Middle										
Parkman (Francis) Junior High										
Patton (George S.) Continuatio										
Peary (Robert E.) Junior High	606157								Y	
Phoenix Continuation										
Porter (George K.) Middle										
Portola (Gaspar De) Junior Hig										
Pueblo De Los Angeles Continua										
Reed (Walter) Junior High										
Reseda Senior High	193722						Y			
Revere (Paul) Junior High										
Rodia (Simon) Continuation										
Rogers (Will) Continuation										
Roosevelt (Theodore) Senior High	193742						Y	Y		
San Antonio Continuation										
San Fernando Junior High	605828					Y	Y	Y		
San Fernando Senior High	193762				Y		Y	Y		
San Pedro Senior High										
Sepulveda (Francisco) Junior H										
South Gate Junior High	605830						Y			
South Gate Senior High	193830						Y	Y		
Stevenson (Robert Louis) Junior High										
Stoney Point Continuation										
Sun Valley Junior High	606160							Y		
Sutter (John A.) Junior High										
Sylmar Senior High	193855						Y	Y		Y
Taft (William Howard) Senior H	193861						Y			
Temescal Canyon Continuation										
Thoreau (Henry David) Continua										
TRuth (Sojourner) Continuation										
University Senior High	193888						Y			
Van Nuys Elementary	601969									Y
Van Nuys Junior High										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Van Nuys Senior High	193896						Y			
Venice Senior High	193904						Y	Y		
Verdugo Hills Senior High	193910		Y							
View Park Continuation										
Virgil Junior High										
Washington (George) Preparatory High	193930						Y	Y	Y	
Webster (Daniel) Middle										
West Granada Continuation										
Westchester Senior High	193947						Y			Y
White (Stephen M.) Junior High										
Whitman Continuation										
Wilmington Junior High										
Wilson (Woodrow) Senior High	193985				Y		Y	Y		
Wright (Orville) Junior High										
Young (Whitney) Continuation										
Los Nietos Elementary										
Los Nietos Middle	602009			Y						
Lowell Joint Elementary										
Rancho-Starbuck Intermediate										
Lynwood Unified										
Hosler (Fred W.) Junior High	605839						Y	Y		
Lynwood High	193543						Y	Y		
Vista High (Continuation)										
Manhattan Beach Unified										
Manhattan Beach Intermediate										
Mira Costa High										
Monrovia Unified										
Canyon High (Cont.)										
Clifton Middle										
Monrovia High										
Santa Fe Middle										
Montebello Unified										
Bell Gardens High	193082						Y			
Bell Gardens Intermediate										
Eastmont Intermediate										
Futures High (Cont.)										
Horizons High (Cont.)										
La Merced Intermediate										
Macy Intermediate										
Montebello High										
Montebello Intermediate										
Schurr High										
Suva Intermediate										
Vail High (Cont.)										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Mountain View Elementary										
Cogswell Elementary	602071			Y						
Kranz (Charles T.) Intermediat	602070			Y						
Madrid (Alfred S.) Middle	611057			Y						
Norwalk-La Mirada Unified										
Benton (Reginald M.) Middle										
Corvallis Middle										
El Camino High (Cont.)										
Glenn (John H.) High	193364						Y	Y		
Hargitt (Cora) Middle										
Hutchinson (Arlie F.) Middle										
La Mirada High										
Lampton (Loretta) Middle										
Norwalk High										
Waite (Nettie L.) Middle										
Palmdale Elementary										
Juniper Intermediate										
Mesa Intermediate										
Palos Verdes Peninsula Unified										
Miraleste Intermediate										
Palos Verdes Intermediate										
Palos Verdes Peninsula High										
Rancho Del Mar High (Cont.)										
Paramount Unified										
Alondra Intermediate										
Clearwater Intermediate	605845				Y					
Michelson Continuation										
Paramount High	193674				Y		Y			
Pasadena Unified										
Blair High	193106							Y		
Eliot Middle	605846							Y		
Marshall Fundamental										
Muir High	193610		Y				Y	Y		
Pasadena High	193682							Y		
Rose City High (Cont.)										
Washington Middle	602175							Y		
Westridge	194958									Y
Wilson Middle	605849							Y		
Pomona Unified										
Emerson Middle	605850						Y	Y		
Fremont Middle	606163						Y	Y		
Ganesha Senior High	193317						Y	Y		
Garey Senior High	193332						Y	Y		
Lorbeer Middle	606678						Y	Y		
Marshall (John) Middle	605851				Y		Y	Y		

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Palomares Middle	606164						Y	Y		
Park West High (Cont.)										
Pomona Senior High	193702						Y	Y		
Simons Middle	605852						Y	Y		
ReDondo Beach Unified										
Adams Middle										
Parras (Nick G.) Middle										
ReDondo High	193714									
ReDondo Shores High (Cont.)										
Rosemead Elementary										
Muscatel Middle										
Rowland Unified										
Alvarado Intermediate										
Giano Intermediate	602224						Y			
Nogales High	193622						Y			
Rincon Intermediate	602233						Y			
Rowland (John A.) High	193756						Y			
Santana High (Cont.)										
San Gabriel Unified										
Gabrielino High										
Jefferson Intermediate										
San Marino Unified										
Huntington Intermediate										
San Marino High	193775									Y
Santa Monica-Malibu Unified										
Adams (John) Middle										
Crossroads	194142									Y
Edison Elementary	602254									Y
Lincoln Middle										
Malibu High										
Olympic High (Cont.)										
Rogers (Will) Elementary	602264									Y
Santa Monica High	193800						Y			
South Pasadena Unified										
South Pasadena Middle										
South Pasadena Senior High										
South Whittier Elementary										
South Whittier Intermediate										
Temple City Unified										
Oak Avenue Intermediate										
Temple City Comm. Learning Ctr (Cont.)										
Temple City High										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Torrance Unified										
Calle Mayor Middle										
Casimir Middle										
Hull (J. H.) Middle										
Jefferson Middle										
Lynn (Bert M.) Middle										
Madrona Middle										
Magruder (Philip) Middle										
North High										
RiChardson (Edward J.) Middle										
Shery (Kurt T.) High (Cont.)										
South High										
Torrance High										
West High										
Valle Lindo Elementary										
Shively (Dean L.) Elementary										
Walnut Valley Unified										
Chaparral Middle										
Del Paso High (Cont.)										
Diamond Bar High										
South Pointe Middle										
Suzanne Middle										
Walnut High										
West Covina Unified										
Coronado Continuation High										
Edgewood Middle										
Hollencrest Middle										
West Covina High										
Westside Union Elementary										
Hillview Middle										
Walker (Joe) Middle										
Whittier City Elementary										
Dexter (Walter F.) Intermediate										
Edwards (Katherine) Intermedia	602365			Y						
Whittier Union High										
California High	193130			Y						
Frontier High (Cont.)	193033			Y						
La Serna High	193486			Y						
Pioneer High	193688			Y				Y		
Santa Fe High	193790			Y	Y					
Whittier High	193970			Y	Y					

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
William S. Hart Union High										
Arroyo Seco Junior High										
Bowman (Jereann) High (Cont.)										
Canyon High										
Hart (William S.) Senior High										
La Mesa Jr. High										
Placerita Junior High										
Saugus High										
Sierra Vista Junior High										
Valencia High										
Wilsona Elementary										
Challenger Middle										
Wiseburn Elementary										
Dana (Richard Henry) Elementar										
Madera County										
Bass Lake Elementary										
Oak Creek Intermediate										
Chowchilla Elementary										
Wilson Elementary										
Chowchilla Union High										
Chowchilla High	203235									
Gateway High (Cont.)										
Madera Unified										
Alpha Elementary	610712									Y
Jefferson (Thomas) Middle	602405									
King (Martin Luther Jr.) Middle										
Madera High	203570				Y		Y			Y
Minarets Jt. Union High										
Shaver Lake Educational Center										
Willow Creek Educ. Ctr (Cont.)										
Yosemite Union High										
Ahwahnee High (Cont.)										
Mountain View High (Cont.)										
Yosemite High	203001						Y			
Marin County										
Dixie Elementary										
Miller Creek Middle										
Kentfield Elementary										
Kent (Adaline E.) Middle										
Larkspur Elementary										
Hall Middle										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Mill Valley Elementary										
Mill Valley Middle										
Novato Unified										
Hill Middle										
North Marin High (Cont.)										
Novato High										
San Jose Middle										
San Marin High										
Sinaloa Middle										
Reed Union Elementary										
Del Mar Intermediate										
Ross Valley Elementary										
White Hill Middle										
San Rafael City Elementary										
James B. Davidson Middle										
San Rafael City High										
Madrone High (Cont.)										
San Rafael High	213326				Y					
Terra Linda High	213400				Y					
Shoreline Unified										
Shoreline Continuation High										
Tomales High	213431				Y					
Tamalpais Union High										
Redwood High										
Sir Francis Drake High										
Tamalpais High										
Mariposa County										
Mariposa County Unified										
Coulterville High										
Mariposa County High										
Mariposa Junior High										
Spring Hill High (Cont.)										
Yosemite Park High										
Mendocino County										
Anderson Valley Unified										
Anderson Valley Jr./Sr. High	233090									
Rancheria Continuation										
Fort Bragg Unified										
Fort Bragg High	233136				Y					
Fort Bragg Middle										
Noyo High (Cont.)										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Laytonville Unified										
Laytonville Continuation High										
Laytonville High										
Leggett Valley Unified										
Leggett Valley High										
Mendocino Unified										
Mendocino Community High (Cont.)										
Mendocino High										
Mendocino Middle										
Point Arena Joint Union High										
Point Arena High										
South Coast Continuation										
Potter Valley Community Unified										
Centerville High (Cont.)										
Potter Valley High										
Round Valley Unified										
Round Valley Continuation										
Round Valley High										
Ukiah Unified										
Pomolita Middle										
Redwood Valley Middle										
South Valley High (Cont.)										
Ukiah High	233502				Y			Y		
Willits Unified										
Baechtel Grove Middle										
San Hedrin Continuation										
Willits High										
Merced County										
Atwater Elementary										
Mitchell Intermediate										
Ballico-Cressey Elementary										
Ballico Elementary										
Delhi Unified										
El Capitan Elementary										
Dos Palos Oro Loma Jt. Unified										
Bryant Middle										
Dos Palos High										
Westside High (Cont.)										
Gustine Unified										
Gustine High										
Gustine Middle										
Pioneer High (Cont.)										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Hilmar Unified										
Hilmar High										
Hilmar Middle										
Irwin High (Cont.)										
Le Grand Union High										
Granada High (Cont.)										
Le Grand High										
Livingston Union Elementary										
Livingston Middle	602551				Y					
Los Banos Unified										
Los Banos High	243420				Y					
Los Banos Junior High										
San Luis High (Cont.)										
Merced City Elementary										
Cruickshank (Herbert H.) Middle										
Hoover (Herbert) Middle	602564				Y					
Rivera (Rudolph) Middle										
Tenaya Middle										
Merced Union High										
Atwater High	243060				Y					
Golden Valley High	243009				Y					
Livingston High	243360									
Merced High, North	243520				Y					
Yosemite High (Cont.)										
Winton Elementary										
Winton Middle										
Modoc County										
Modoc Joint Unified										
Modoc High										
Modoc Middle										
Warner High (Cont.)	253002									
Surprise Valley Joint Unified										
Great Basin High (Cont.)										
Surprise Valley High										
Tulelake Basin Joint Unified										
Tulelake Continuation High										
Tulelake High										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Mono County										
Eastern Sierra Unified										
Coleville High	263300				Y					
Eastern Sierra Academy (High)										
Lee Vining High										
Mammoth Unified										
Mammoth High										
Mammoth Middle										
Sierra High (Cont.)										
Monterey County										
Carmel Unified										
Carmel High										
Carmel Middle										
Carmel Valley High (Cont.)										
Gonzales Union Elementary										
Fairview Middle										
Gonzales Union High										
Gonzales High										
Pinnacles High (Cont.)										
Greenfield Union Elementary										
Vista Verde Middle										
King City Joint Union High										
King City High	273217				Y					
Los Padres High (Cont.)										
King City Union Elementary										
San Lorenzo Elementary										
Monterey Peninsula Unified										
Colton (Walter) Middle										
Cypress High (Cont)										
Fitch (Roger S.) Middle	605873				Y					
King (Martin Luther) Middle										
Los Arboles Middle	605871				Y					
Marina La Via Continuation										
Monterey High	273280						Y			
Seaside High	273534				Y		Y			
North Monterey County Unified										
Central Bay High (Cont.)										
El Camino High (Cont.)										
Gambetta (Joseph) Middle										
Moss Landing Middle										
North Monterey County High										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Pacific Grove Unified										
Community High (Cont.)										
Pacific Grove High										
Pacific Grove Middle										
Pacific Unified										
Pacific Valley K-12										
Salinas Union High										
Alisal High	273010						Y			
Alvarez (Everett) High										
El Sausal Middle										
Harden Middle										
Mt. Toro High (Cont.)										
North Salinas High										
Salinas High	273455						Y			
Washington Middle	605877		Y							
Santa Rita Union Elementary										
Gavilan View Middle										
Washington Union Elementary										
San Benancio Middle										
Napa County										
Calistoga Joint Unified										
Calistoga Junior-Senior High										
Palisades High (Cont.)										
Napa Valley Unified										
Napa High										
Redwood Middle										
River Middle (Charter)										
Silverado Middle										
Temescal High (Cont.)										
Vintage High										
St. Helena Unified										
Madrone High (Cont.)										
St. Helena High										
Stevenson (Robert Louis) Inter										
Nevada County										
Grass Valley Elementary										
Gilmore (Lyman) Intermediate										
Nevada City Elementary										
Seven Hills Intermediate										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Nevada Joint Union High										
Bear River High										
Empire Continuation High										
Nevada Union High										
Nevada Union Technical High (Cont.)										
Option South High (Cont.)										
Sierra Central High (Cont.)										
Silver Springs High (Cont.)										
Pleasant Ridge Union Elementary										
Magnolia Intermediate										
Twin Ridges Elementary										
Grizzly Hill Elementary										
Orange County										
Anaheim Union High										
Anaheim High	303022			Y			Y			
Ball Junior High										
Brookhurst Junior High										
Cypress High	303009				Y					
Dale Junior High										
Gilbert High (Cont.)										
Katella High	303305				Y					
Kennedy (John F.) High										
Lexington Jr. High										
Loara High	303378				Y					
Magnolia High										
Orangeview Junior High										
Savanna High	303671				Y					
South Junior High										
Sycamore Junior High										
Trident Continuation High										
Walker Junior High										
Western High	303823				Y					
Brea-Olinda Unified										
Brea Canyon High (Cont.)										
Brea Junior High										
Brea-Olinda High	303064				Y					
Buena Park Elementary										
Buena Park Junior High										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Capistrano Unified										
Aliso Niguel High										
Aliso Viejo Middle										
Capistrano Valley High										
Dana Hills High	303856				Y					
Forster (Marco F.) Middle										
Niguel Hills Middle										
San Clemente High	303600				Y					
Serra High (Cont.)										
Shorecliffs Middle	609740				Y					
Fountain Valley Elementary										
Fulton (Harry C.) Middle										
Masuda (Kazuo) Middle										
TAlbert (Samuel E.) Middle										
Fullerton Elementary										
Ladera Vista Junior High										
Nicolas Junior High										
Parks (D. Russell) Junior High										
Fullerton Joint Union High										
Buena Park High										
Fullerton High										
La Habra High										
La Vista High (Cont.)										
Sonora High										
Sunny Hills High										
Troy High										
Garden Grove Unified										
Alamitos Intermediate										
Bell (Hilton D.) Intermediate										
Bolsa Grande High										
Doig (LeRoy L.) Intermediate										
Fitz (Stephen R.) Intermediate										
Garden Grove High										
Irvine (James) Intermediate										
Jordan (Donald S.) Intermediate										
La Quinta High										
Lake High (Cont.)										
Lincoln Educ. Ctr - Continuation										
Los Amigos High										
McGarvin (Sarah) Intermediate										
Pacifica High										
Ralston (Dr. Walter C.) Intermediate										
Rancho Alamitos High										
Santiago High	303655				Y					
Walton (Izaak) Intermediate										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Huntington Beach City Elementary										
Dwyer (Ethel) Middle										
Sowers (Isaac L.) Middle										
Huntington Beach Union High										
Edison High										
Fountain Valley High										
Huntington Beach High										
Marina High										
Ocean View High										
Valley Vista High (Cont.)										
Westminster High										
Irvine Unified										
Irvine High										
Lakeside Middle										
Rancho San Joaquin Middle										
S.E.L.F. Alter. High (Cont.)										
Sierra Vista Middle										
South Lake Middle										
University High										
Venado Middle										
Woodbridge High										
La Habra City Elementary										
Imperial Middle										
Washington Middle										
Laguna Beach Unified										
Laguna Beach High										
Thurston Middle										
Los Alamitos Unified										
Laurel High (Cont.)										
Los Alamitos High										
McAuliffe (Sharon Christa) Middle										
Oak Middle										
Newport-Mesa Unified										
Back Bay High (Cont.)										
Corona Del Mar High										
Costa Mesa High										
Ensign (Horace) Intermediate										
Estancia High										
Newport Harbor High										
Tewinkle (Charles W.) Middle										
Ocean View Elementary										
Marine View Middle										
Mesa View Middle										
Spring View Middle										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Vista View Middle										
Orange Unified										
Canyon High	303004				Y					
Cerro Villa Middle										
El Modena High										
El Rancho Middle										
Orange High										
Portola Middle										
Richland Continuation High										
Santiago Middle (Char)										
Villa Park High										
Yorba Middle										
Placentia-Yorba Linda Unified										
El Camino Real Continuation Hi										
El Dorado High										
Esperanza High										
Kraemer Junior High	603004							Y		
Tuffree (Col. J. K.) Junior Hi										
Valencia High	303802							Y		
Yorba (Bernardo) Junior High										
Yorba Linda Middle										
Saddleback Valley Unified										
El Toro High										
La Paz Intermediate										
Laguna Hills High										
Los Alisos Intermediate										
Mission Viejo High										
Rancho Santa Margarita Intermediate										
Serrano Intermediate										
Silverado High (Cont.)										
Trabuco Hills High										
Santa Ana Unified										
Adams Elementary	603020							Y		
Carr (Gerald P.) Intermediate	605898						Y			
Century High	303049						Y			
Lathrop Intermediate	605897						Y			
Mac Arthur (Douglas) Fundamental Interme	610282						Y			
McFadden Intermediate	606174						Y	Y		
Mountain View High (Cont.)										
Saddleback High	303582						Y	Y		
Santa Ana High	303635			Y			Y	Y		
Sierra Intermediate	603041						Y			
Spurgeon Intermediate	609468						Y	Y		
Valley High	303645						Y	Y		
Willard Intermediate	606175						Y	Y		

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Tustin Unified										
Columbus Tustin Middle										
Currie (A. G.) Middle	608537						Y			
Foothill High										
Hewes Middle										
Hillview High (Cont.)										
Tustin High	303755						Y			
Utt (C. E.) Middle										
Westminster Elementary										
John son Middle										
Stacey Intermediate										
Warner Middle										
Placer County										
Auburn Union Elementary										
Cain (E.V.) Middle										
Dry Creek Joint Elementary										
Antelope Crossing Middle										
Eureka Union Elementary										
Cavitt (Willma) Elementary										
Eureka Union Elementary										
Foresthill Union Elementary										
Foresthill Divide Middle										
Placer Hills Union Elementary										
Weimar Hills Junior High										
Placer Union High										
Chana High (Cont.)										
Colfax High										
Del Oro High										
Placer High (Char)										
Rocklin Unified										
Rocklin High										
Spring View Middle										
Roseville City Elementary										
Buljan (George A.) Intermediate										
Eich Intermediate										
Roseville Joint Union High										
Adelante High (Cont.)										
Oakmont High										
Roseville High										
Success High (Cont.)										
Woodcreek High										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Tahoe-Truckee Unified										
North Tahoe High										
North Tahoe Middle										
Sierra High (Cont.)	313007									
Sierra Mountain Middle										
Tahoe Truckee High										
Western Placer Unified										
Edwards (Glen) Middle										
Lincoln High (Char)										
Lincoln North High (Cont.)										
Phoenix High (Cont.)										
Plumas County										
Plumas Unified										
Almanor High (Cont.)										
Beckwourth (Jim) High (Cont.)										
Chester Junior-Senior High										
Feather River Middle										
Greenville Junior-Senior High										
Indian Valley High (Cont.)										
Portola Junior-Senior High										
Quincy Junior-Senior High										
Sierra High (Cont.)										
Riverside County										
Alvord Unified										
Alvord Continuation High										
Arizona Intermediate	603150						Y			
La Sierra High	333000				Y		Y			
Loma Vista Intermediate										
Norte Vista High	333429				Y		Y			
Wells Intermediate	603159						Y			
Banning Unified										
Banning High	333021				Y		Y	Y		
Coombs (Susan B.) Intermediate	603164						Y			
New Horizon High (Cont.)										
Nicolet Middle										
Beaumont Unified										
Beaumont Senior High										
Mountain View Junior High										
San Andreas High (Cont.)										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Coachella Valley Unified										
Cahuilla Desert Academy (Jr. High)										
Coachella Valley High	333099						Y			
La Familia Continuation High										
West Shores High										
Corona-Norco Unified										
Advantage High (Cont.)										
Auburndale Intermediate										
Buena Vista High (Occup./Cont.)										
Centennial High	333044				Y		Y			
Centennial Vista High (Cont.)										
Corona Fundamental Intermediate	605903						Y			
Corona Senior High	333160				Y		Y			
Corona Vista High (Cont.)										
Horizon Continuation High										
Norco High										
Norco Intermediate										
Norco Vista High (Cont.)										
Raney (Letha) Intermediate										
Santiago High										
Desert Sands Unified										
Amistad High (Cont.)										
Indio High	333319						Y			
Indio Middle	610979				Y					
Jefferson (Thomas) Middle										
La Quinta High										
La Quinta Middle										
Palm Desert High										
Palm Desert Middle	603199						Y			
Wilson (Woodrow) Middle										
Hemet Unified										
Acacia Middle										
Alessandro High (Cont.)										
Dartmouth Middle										
Hamilton K-12										
Hemet Senior High										
West Valley High										
Jurupa Unified										
Jurupa Middle	605907						Y			
Jurupa Valley High	333041				Y		Y			
Mira Loma Middle										
Mission Middle	606177						Y			
Nueva Vista Continuation High										
Rio Vista High										
Rubidoux High	333713				Y		Y			

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Lake Elsinore Unified										
Brown (David A.) Middle										
Elsinore High	333235				Y					
Elsinore Middle										
Ortega High (Cont.)										
Temescal Canyon High	333048				Y					
Terra Cotta Middle										
Menifee Union Elementary										
Menifee Middle										
Moreno Valley Unified										
Alessandro Middle	605908						Y			
Badger Springs Middle										
Butterfield Elementary	610350						Y			
Canyon Springs High	333039						Y			
LandMark Middle	610997						Y			
March Mountain High (Cont.)										
Moreno Valley High	333377						Y			
Mountain View Middle										
Palm Middle										
Sunnymead Middle										
Valley View High	333043						Y			
Vista Heights (Middle)										
Murrieta Valley Unified										
Creekside High (Cont.)										
Murrieta Valley High										
Shivela Middle										
Thompson Middle										
Nuview Union Elementary										
Mountain Shadows Middle										
Palm Springs Unified										
Cathedral City High										
Coffman (Nellie N.) Middle										
Cree (Raymond) Middle										
Desert Springs Middle										
Las Brisas High (Cont.)										
Mount San Jacinto High (Cont.)										
Palm Springs High	333513						Y			
Workman (James) Middle										
Palo Verde Unified										
Blythe Middle										
Palo Verde High	333575						Y			
Twin Palms Continuation										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Perris Union High										
Paloma Valley High										
Perris High	333597				Y		Y			
Perris Lake High (Cont.)										
Pinacate Middle										
Riverside Unified										
Arlington High	333002				Y		Y			
Central Middle	605912						Y			
Chemawa Middle	606179						Y			
Earhart (Amelia) Middle										
Gage (Mathew) Middle	605913						Y			
Lincoln (Abraham) Continuation										
North (John W.) High	333440				Y		Y			
Polytechnic High	333623				Y		Y			
Raincross High (Cont.)										
Ramona High	333649				Y		Y			
Sierra Middle	605914						Y			
University Heights Middle	605915						Y			
San Jacinto Unified										
Monte Vista Middle	605916						Y			
Mountain View High (Cont.)										
San Jacinto Senior High	333765						Y			
Temecula Valley Unified										
Margarita Middle										
Rancho Vista High										
Temecula Middle										
Temecula Valley High	333037				Y		Y			
Vail Ranch Middle										
Val Verde Unified										
Rancho Verde High	333055						Y			
Rivera (Tomas) Middle	611144						Y			
Val Verde High (Cont)										
Vista Verde Middle	611103						Y			
Sacramento County										
Center Joint Unified										
Center High School	343037						Y	Y		
Center Junior High	603291				Y		Y	Y		
Dudley (Arthur S.) Elementary	603290							Y		
McClellan High (Cont.)										
Spinelli (Cyril) Elementary	603292							Y		
Del Paso Heights Elementary										
Del Paso Heights Elementary	603293							Y		
Fairbanks Elementary	603294							Y		
North Avenue Elementary	603297							Y		

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Elk Grove Unified										
Calvine High (Cont.)										
Daylor (William) High (Cont.)										
Eddy (Harriet G.) Middle										
Elk Grove High	343257						Y	Y		
Florin High	343047						Y	Y		
Insights High (Cont.)										
Jackman (Samuel) Middle	610982				Y		Y			
Kennedy (Samuel) Elementary	603310							Y		
Kerr (Joseph) Middle	606180						Y	Y		
Laguna Creek High	343059						Y			
Reese (David) Elementary	603302							Y		
Rio Cazadero High (Cont.)										
Rutter (James) Middle	605917						Y	Y		
Transition High (Cont.)										
Valley High	343017				Y		Y	Y		
Elverta Joint Elementary										
Alpha Intermediate										
Folsom-Cordova Unified										
Cordova High	343153				Y		Y			
Folsom High										
Folsom Middle										
Kinney High (Cont.)										
Mills Middle	605919						Y			
Mitchell (W. E.) Middle										
Wood (Howard C.) High (Cont.)										
Galt Joint Union Elementary										
Greer (Vernon E.) Middle	603330				Y		Y			
Galt Joint Union High										
Estrellita Continuation High										
Galt High	343347				Y		Y			
Grant Joint Union High										
Don Julio Junior High	605922						Y	Y		
Foothill Farms Junior High	605923						Y			
Foothill High	343326						Y	Y		
Grant Union High	343379						Y	Y		
Highlands High	343437						Y	Y		
Martin Luther King, Jr. Junior High	610278						Y	Y		
Pacific High (Cont.)										
Rio Linda High	343697						Y			
Rio Linda Junior High	605925						Y			
Rio Tierra Fundamental Junior High	605926						Y	Y		

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
NaTomas Unified										
NaTomas Charter (Middle)										
NaTomas High	343058						Y			
NaTomas Junior High	603332						Y			
Rio Linda Union Elementary										
Westside Elementary (Charter)										
River Delta Joint Unified										
Delta High										
Isleton Elementary	603366			Y						
Rio Vista High	483530			Y						
River Delta Continuation High	343707			Y						
Riverview Elementary	603369			Y						
Sacramento City Unified										
American Legion High (Cont.)										
Anderson (Marian) Elementary	609664									Y
Bacon (Fern) Middle	605930						Y	Y		
Bancroft (Hubert H.) Elementary	603401							Y		
Bidwell (John) Elementary	603404							Y		
Brannan (Sam) Middle	605935				Y		Y	Y		
Burbank (Luther) High	343101				Y		Y	Y		
California Middle	605928						Y	Y		
Carson (Kit) Middle	606183				Y		Y			
Da Vinci (Leonardo) Elementary	605931						Y			
Einstein (Albert) Middle	605927				Y		Y			
Fruit Ridge Elementary	603398							Y		
Goethe (Charles M.) Middle	605929				Y		Y	Y		
Harkness (H.W.) Elementary	603399							Y		
Harte (Bret) Elementary	603380							Y		
Hopkins (Mark) Elementary	603412							Y		
John son (Hiram W.) High	343463				Y		Y	Y		
Kemble (Edward) Elementary	603391							Y		
Kennedy (John F.) High	343476				Y		Y	Y		
Kenny (Keith B.) Elementary	611066									Y
Marshall (Thurgood) Alternative										
McClatchy (C.K.) High	343541						Y	Y		
Sacramento High	343755						Y			
Smith (Jedediah) Elementary	603403							Y		
Still (John H.) Elementary	605932						Y	Y		
Sutter Middle	606669							Y		
Wood (Will C.) Junior High	605936						Y	Y		

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
San Juan Unified										
Arcade Middle										
Arden Middle										
Barrett (John) Middle										
Bella Vista High										
Carnegie (Andrew) Middle										
Casa Roble Fundamental High	343111				Y					
Casa Viva Continuation High										
Children's Receiving Home Of Sacramento										
Churchill (Winston) Middle										
Del Campo High										
El Camino Fundamental High	343231						Y			
Encina High	343283						Y			
Greer Elementary	603459							Y		
Howe Avenue Elementary	603462							Y		
La Entrada Continuation High										
Loma Vista (Cont.)										
Los Amigos Continuation High										
Mesa Verde High	343004									
Mira Loma High	343593				Y					
Palos Verde Continuation										
Pasteur (Louis) Fundamental Middle										
Rio Americano High	343671				Y					
Rio Del Sol Continuation High										
Rogers (Will) Middle										
Salk (Jonas) Altern. Middle	603488							Y		
San Juan High	343850						Y			
Sierra Nueva High (Cont.)										
Sierra Vista High (Cont.)										
Starr King Middle										
Sylvan Middle										
Via Del Campo Continuation High										
Vista Bonita (Cont.)										
San Benito County										
Aromas/San Juan Unified										
Aromas/San Juan High										
Hollister Elementary										
Maze Middle										
Rancho San Justo Elementary										
San Benito High										
San Andreas Continuation High										
San Benito High										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
San Bernardino County										
Alta Loma Elementary										
Alta Loma Middle										
Vineyard Jr. High										
Apple Valley Unified										
Apple Valley High	363042				Y					
Apple Valley Middle										
Vista Campana Middle	611061				Y					
Willow Park High (Cont.)										
Baker Valley Unified										
Baker High										
Baker Jr. High										
Barstow Unified										
Barstow High	363080				Y					
Barstow Middle										
Central High (Cont.)										
Kennedy Middle										
Bear Valley Unified										
Big Bear High										
Big Bear Middle										
Chautauqua High (Cont.)										
Vistas Charter										
Central Elementary										
Cucamonga Middle										
Musser (Ruth) Middle										
Chaffey Union High										
Alta Loma High										
Chaffey High	363220			Y	Y		Y			
Etiwanda High										
Montclair High	363390			Y						
Ontario High	363448			Y			Y			
Rancho Cucamonga High	363057						Y			
Valley View High (Cont.)										
Chino Unified										
Ayala (Ruben S.) High	363052			Y						
Buena Vista Continuation High										
Canyon Hills Jr. High										
Chino Senior High	363250			Y			Y			
Don Antonio Lugo High	363003			Y						
Magnolia Junior High	605937						Y			
Ramona Junior High										
Townsend (Robert O.) Jr. High										
Woodcrest Junior High										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Colton Joint Unified										
Bloomington High	363132				Y		Y			
Bloomington Middle	605938						Y			
Colton High	363274				Y		Y			
Colton Middle										
Harris (Ruth O.) Middle	611110						Y			
Slover Mountain High (Cont.)										
Terrace Hills Middle	603570						Y			
Cucamonga Elementary										
Rancho Cucamonga Middle										
Etiwanda Elementary										
Etiwanda Intermediate										
Summit Intermediate										
Fontana Unified										
Alder Middle	605939						Y			
Almeria Middle										
Birch High (Cont.)										
Citrus High (Cont.)										
Fontana High	363330				Y		Y			
Fontana Middle										
Fontana Miller (A.B.) High	363055			Y	Y					
Sequoia Middle										
Southridge Middle										
Helendale Elementary										
Riverview Middle										
Hesperia Unified										
Hesperia High										
Hesperia Junior High										
Mojave High										
Ranchero Middle										
Sultana High										
Lucerne Valley Unified										
Lucerne Valley High										
Lucerne Valley Middle										
Mountain View High (Cont.)										
Morongo Unified										
La Contenta Junior High	610657				Y					
Monument Alternative/Continuat										
Sky Alternative/Continuation										
Twentynine Palms High										
Twentynine Palms Junior High										
Yucca Valley High										
Mountain View Elementary										
Yokley (Grace) Elementary										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Needles Unified										
Needles Middle										
Needles Senior High										
Ontario-Montclair Elementary										
Deanza Middle										
Imperial Middle										
Serrano Middle										
Vernon Middle										
Vina Danks Middle										
Redlands Unified										
Cope Middle										
Moore Middle										
Orangewood High (Cont.)										
Redlands Senior High	363504			Y	Y		Y			
Rialto Unified										
Eisenhower Senior High	363300			Y	Y		Y			
Frisbie Middle	605944				Y		Y			
Kolb Middle										
Kucera (Ethel) Middle										
Milor Continuation High										
Rialto High	363059			Y	Y		Y			
Rialto Middle										
Rim Of The World Unified										
Mary P. Henck Intermediate										
Mountain High (Cont.)										
Rim of the World High										
San Bernardino City Unified										
Arrowview Middle	606190						Y	Y		
Cajon High	363222			Y			Y			
Curtis Middle										
Del Vallejo Middle	605948				Y					
Golden Valley Middle										
Martin Luther King, Jr. Middle										
Pacific High	363468				Y					
RiChardson Prep Hi										
San Andreas High (Cont.)										
San Bernardino High	363584			Y	Y		Y	Y		
San Gorgonio High	363608						Y			
Serrano Middle										
Shandin Hills Middle										
Sierra High (Cont.)										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Silver Valley Unified										
Calico High (Cont.)										
Daggett Middle										
Fort Irwin Middle										
Silver Valley High										
Snowline Joint Unified										
Chaparral High (Cont.)										
Pinon Mesa Middle										
Quail Valley Middle										
Serrano High										
Trona Joint Unified										
Trona High	363648				Y					
Upland Unified										
Hillside High (Cont.)										
Pioneer Junior High										
Upland High	363758						Y			
Upland Junior High										
Victor Valley Union High										
Adelanto Middle										
Goodwill High (Cont.)										
Imogene Garner Hook Junior High										
Victor Valley High	363801									
Victor Valley Junior High										
Yucaipa-Calimesa Jt. Unified										
Green Valley High (Cont.)										
Park View Middle										
Yucaipa High										
Yucaipa Junior High										
San Diego County										
Alpine Union Elementary										
Mac Queen (Joan) Middle										
Bonsall Union Elementary										
Bonsall Middle	610856						Y			
Borrego Springs Unified										
Borrego Springs High										
Cajon Valley Union Elementary										
Cajon Valley Middle	603758				Y					
Emerald Middle	603762				Y					
Greenfield Middle										
Hillsdale Middle	611289				Y					
Montgomery Middle										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Carlsbad Unified										
Army And Navy Academy	374025						Y			
Buena Vista Elementary	603777				Y					
Carlsbad High	373069				Y					
Jefferson Elementary	603778				Y					
La Palma High (Cont.)										
Valley Junior High	603781				Y					
Chula Vista Elementary										
Loma Verde Elementary	603794				Y					
Coronado Unified										
Coronado High	373147				Y					
Coronado Middle										
Escondido Union Elementary										
Del Dios Middle	603819				Y					
Grant Middle	603821				Y					
Hidden Valley Middle										
Rincon Middle										
Escondido Union High										
Escondido High	373206				Y		Y			
Orange Glen High	373531				Y					
San Pasqual High	373005				Y					
Valley High (Cont.)										
Fallbrook Union Elementary										
Potter (James E.) Intermediate	603827				Y					
Fallbrook Union High										
Fallbrook High	373217				Y		Y			
Ivy High (Cont.)										
Grossmont Union High										
Chaparral High (Cont.)										
El Cajon Valley High	373169			Y	Y					
El Capitan High	373180				Y					
Granite Hills High	373233			Y	Y					
Grossmont High	373262				Y					
Helix High	373273			Y	Y		Y			
Monte Vista High	373454			Y	Y		Y			
Mount Miguel High	373476			Y	Y		Y			
Santana High	373790				Y					
Valhalla High	373006			Y	Y					
West Hills High	373070			Y	Y					
Jamul-Dulzura Union Elementary										
Oak Grove Middle										
Julian Union Elementary										
Julian Junior High										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Julian Union High										
Julian High										
Redding (Ray) High (Cont.)										
La Mesa-Spring Valley										
La Mesa Middle	603849				Y		Y			
La Presa Middle	606700				Y					
Parkway Middle	603855				Y					
Spring Valley Middle	603859				Y					
Lakeside Union Elementary										
Lakeside Middle	603835				Y					
Tierra Del Sol Middle	608504				Y					
Lemon Grove Elementary										
Lemon Grove Middle	603861				Y					
Palm Middle	603864				Y					
Mountain Empire Unified										
Mountain Empire Alternative (Cont.)										
Mountain Empire High	373487									
Mountain Empire Junior High										
Mountain Meadow Alter. (Cont.)										
Oceanside City Unified										
El Camino High	373901				Y		Y			
Jefferson Middle	603883				Y		Y			
King (Martin Luther Jr.) Middle	611177				Y					
Lincoln Middle	603886				Y					
Ocean Shores High (Cont.)										
Oceanside High	373520				Y		Y			
Poway Unified										
Abraxas Continuation High										
Bernardo Heights Middle	610746				Y					
Black Mountain Middle	609322				Y					
Meadowbrook Middle										
Mesa Verde Middle										
Mt. Carmel High	373007			Y						
Poway High	373586			Y	Y					
Rancho Bernardo High	373081			Y	Y					
Twin Peaks Middle										
Ramona City Unified										
Montecito High (Cont.)										
Peirce (Olive) Middle	610556				Y		Y			
Ramona High	373597				Y		Y			
Rancho Santa Fe Elementary										
Rancho Santa Fe Middle										

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Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
San Diego City Unified										
Bell Junior High	605958				Y		Y			
Challenger Junior High	610705				Y					
Clairemont Senior High	373121			Y	Y		Y			
Clay Elementary	603939				Y					
Correia Junior High	605959						Y			
Crawford Senior High	373158			Y	Y		Y			
De Portola (Gasper) Middle	610618				Y		Y			
Farb Middle	609906				Y					
Fulton Elementary	603963			Y						
Garfield High (Cont.)										
Gompers Secondary	373030			Y	Y		Y	Y		
Grant Elementary	603967						Y			
Henry Senior High	373278			Y	Y		Y			
Hoover Senior High	373299			Y	Y		Y			
Horton Elementary	603975				Y					
Kearny Senior High	373332			Y	Y		Y			
Keiller Middle	603981				Y		Y			
King (Martin Luther) Elementary	604019				Y					
Knox Elementary	603983			Y						
Kroc Middle	605961				Y		Y			
La Jolla Senior High	373350			Y	Y		Y			
Lewis Junior High	605963				Y		Y			
Lincoln Senior High	373358			Y	Y		Y	Y		
Madison Senior High	373369			Y	Y		Y	Y		
Mann Junior High	605964				Y		Y			
Marston Middle	605965				Y		Y			
Memorial Junior High	606195				Y		Y			
Mira Mesa Senior High	373018			Y	Y		Y			
Mission Bay Senior High	373443			Y	Y		Y			
Montgomery Junior High	605967				Y		Y			
Morse Senior High	373465			Y	Y		Y	Y		
Muirlands Junior High										
O'Farrell Community	606196						Y			
Pacific Beach Middle	605969			Y	Y		Y			
Pershing Junior High	606197				Y		Y			
Point Loma Senior High	373575			Y	Y		Y			
Roosevelt Junior High	605970				Y					
San Diego School Of Creative & Performin	373037			Y	Y		Y			
San Diego Senior High	373715			Y	Y		Y			
Scripps Ranch High	373088			Y	Y		Y			
Serra Junior Senior High	373017			Y	Y		Y			
Standley Junior High	609659						Y			
Taft Junior High	605971				Y		Y			
Twain Junior/Senior High (Cont.)	373023			Y						
University City High	373031			Y	Y		Y			

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Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Wangenheim Junior High	609784						Y			
Wilson Middle										
Youth Oppor. Unlimited Sec. (Alter Ed.)	373087				Y					
San Dieguito Union High										
Diegueno Junior High	610474				Y		Y			
Oak Crest Junior High	605973				Y		Y			
San Dieguito High	373741				Y		Y			
Sunset High (Cont.)										
Torrey Pines High	373003				Y					
Warren (Earl) Junior High										
San Marcos Unified										
San Marcos High	373015				Y					
San Marcos Middle										
Twin Oaks High (Cont.)										
San Ysidro Elementary										
San Ysidro Middle	609845				Y		Y			
Sweetwater Union High										
Bonita Vista Middle	605974						Y			
Bonita Vista Senior High	373040				Y		Y			
Castle Park Middle	605975				Y		Y			
Castle Park Senior High	373080				Y		Y			
Chula Vista Junior High	605976						Y			
Chula Vista Senior High	373106				Y		Y	Y		
Eastlake High	373084				Y					
Granger Junior High	605977				Y		Y			
Hilltop Middle	606200				Y		Y			
Hilltop Senior High	373284				Y		Y			
Mar Vista Middle	605978				Y					
Mar Vista Senior High	373395				Y		Y			
Montgomery Middle	607089						Y			
Montgomery Senior High	373823				Y		Y	Y		
National City Middle	605979						Y			
Palomar High (Cont.)	373204				Y					
Southwest Junior High	606201				Y		Y			
Southwest Senior High	373012				Y		Y	Y		
Sweetwater High	373822				Y		Y			
Valley Center Union Elementary										
Valley Center Middle	609327				Y					
Vista Unified										
Alta Vista High (Cont.)										
Guajome Park Academy										
Lincoln Middle	605980				Y					
Madison Middle										
Palomar High (Cont.)										
Rancho Buena Vista High	373072				Y					

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Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Roosevelt Middle	610757				Y					
Vista High	373870				Y		Y			
Washington Middle	605981				Y					
Warner Unified										
Warner Elementary	604066				Y					
Warner High										
San Francisco County										
San Francisco Unified										
A. P. Giannini Middle										
Abraham Lincoln High										
Aptos Middle	606202	Y								
Balboa High	383028						Y	Y		
Benjamin Franklin Middle	605983	Y								
Davis (Gloria R.) Middle										
Downtown High (Cont.)										
Everett Middle	606203	Y								
Francisco Middle										
Galileo High										
George Washington High	383908						Y			
Herbert Hoover Middle	605985	Y								
Horace Mann Middle	606204	Y								
International Studies Academy										
James Denman Middle	605986	Y						Y		
James Lick Middle	606205	Y								
Lowell High	383340						Y	Y		
Luther Burbank Middle	605987	Y						Y		
Marina Middle										
Mark Twain High (Cont.)										
Marshall (Thurgood) Academic High										
Martin Luther King Academic Middle	605988	Y								
McAteer (J. Eugene) High	383007						Y			
Mission High	383408						Y			
Newcomer High (Lep)										
O'Connell (John A.) High										
Phillip and Sala Burton High	383025						Y	Y		
Potrero Hill Middle	607205	Y								
Presidio Middle										
Raoul Wallenberg Traditional High	383020						Y			
Roosevelt Middle										
School Of The Arts (High)										
Visitacion Valley Elementary	604170							Y		
Visitacion Valley Middle	605991	Y								
Wells (Ida B.) Altern/Cont. High										

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Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
San Joaquin County										
Escalon Unified										
El Portal Middle										
Escalon High										
Vista High (Cont.)										
Lincoln Unified										
Larsson (Sture) High (Cont.)										
Lincoln High	393380				Y					
Sierra Middle										
Linden Unified										
Linden High										
Lodi Unified										
Bear Creek High	393023						Y			
Delta Sierra Middle										
Liberty High (Cont.)										
Lodi High	393478						Y			
Lodi Middle										
Morada Middle										
Parklane Elementary	610036			Y						
Plaza Robles Continuation High										
Tokay High	393475				Y		Y			
Woodbridge Middle										
Manteca Unified										
Calla High (Cont.)										
East Union High	393200				Y					
Manteca High	393510									
Sierra High	393031				Y					
Ripon Unified										
Ripon Continuation										
Ripon High	393575				Y					
Stockton City Unified										
Edison Senior High	393210						Y			
Franklin Senior High	393265						Y			
Fremont Middle	605992						Y			
Hamilton Middle	606587						Y			
Marshall Middle	605993						Y			
Stagg Senior High	393740						Y			
Stockton (Commodore) Skills	609865						Y			
Stockton Unified Alter./Cont.										
Webster Middle	606208						Y			
Tracy Elementary										
Clover (H. Alfred) Middle										
Monte Vista Middle										
Williams (Earl E.) Middle										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Tracy Joint Union High										
Duncan-Russell Continuation										
Excel High (Cont.)										
Success High (Cont.)										
Tracy High	393800				Y					
West (Merrill F.) High										
San Luis Obispo County										
Atascadero Unified										
Atascadero High										
Atascadero Junior High										
Oak Hills High (Cont.)										
Cambria Union Elementary										
Santa Lucia Middle										
Coast Union High										
Coast Union High										
Leffingwell Cont. High										
Lucia Mar Unified										
Arroyo Grande High	403055				Y					
Judkins (Frances) Middle										
Lopez Continuation High										
Mesa Middle										
Paulding (Ruth) Middle										
Paso Robles Joint Union High										
Liberty High (Cont.)										
Paso Robles High	403575				Y			Y		
Paso Robles Union Elementary										
Flamson (George H.) Middle	610157							Y		
Lewis (Daniel) Middle										
San Luis Coastal Unified										
Laguna Middle										
Los Osos Middle										
Morro Bay High	403480				Y					
Pacific Beach Cont. High										
San Luis Obispo High	403670				Y					
Shandon Joint Unified										
Shandon High										
Templeton Unified										
Eagle Canyon High (Cont.)										
Templeton High										
Templeton Middle										

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Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
San Mateo County										
Bayshore Elementary										
Robertson (Garnet J.) Intermed										
Belmont Elementary										
Ralston Intermediate										
Brisbane Elementary										
Lipman Intermediate										
Burlingame Elementary										
Burlingame Intermediate										
Cabrillo Unified										
Cunha (Manuel F.) Intermediate										
Half Moon Bay High										
Pilarcitos High (Cont.)										
Hillsborough City Elementary										
Crocker Middle										
Jefferson Elementary										
Franklin (Benjamin) Intermedia										
Pollicita (Thomas R.) Middle										
Rivera (Fernando) Intermediate										
Jefferson Union High										
Alternative Education Center										
Jefferson High										
Oceana High										
Terra Nova High										
Westmoor High										
La Honda-Pescadero Unified										
Pescadero Continuation High										
Pescadero High										
Laguna Salada Union Elementary										
Ortega Middle										
Pacific Heights Middle										
Las Lomitas Elementary										
La Entrada Middle										
Menlo Park City Elementary										
Hillview Middle										
Millbrae Elementary										
Taylor Middle										
Portola Valley Elementary										
Corte Madera Elementary										
Ravenswood City Elementary										
McNair (Ronald) Intermediate										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Redwood City Elementary										
Kennedy (John F.) Middle										
McKinley Intermediate										
San Bruno Park Elementary										
Parkside Intermediate										
San Carlos Elementary										
Central Middle										
San Mateo Union High										
Aragon High										
Burlingame High										
Capuchino High										
Hillsdale High										
Mills High										
Peninsula High (Cont.)										
San Mateo High										
San Mateo-Foster City Elementary										
Abbott Middle										
Bayside Middle										
Borel Middle										
Bowditch Middle										
Sequoia Union High										
Carlmont High	413099				Y			Y		
Menlo-Atherton High	413371							Y		
Redwood High (Cont.)										
Sequoia High	413669							Y		
Woodside High	413805							Y		
South San Francisco Unified										
Alta Loma Middle										
Baden High (Cont.)										
El Camino High										
Parkway Heights Middle										
South San Francisco High	413727							Y		
Westborough Middle										
Santa Barbara County										
Carpinteria Unified										
Carpinteria Middle	606000			Y			Y			
Carpinteria Senior High	423058			Y			Y			
Rincon High (Cont.)										
Cuyama Joint Unified										
Cuyama Valley High										
Sierra Madre High (Cont.)										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Guadalupe Union Elementary										
McKenzie (Kermit) Junior High	604552						Y			
Lompoc Unified										
Cabrillo Senior High	423045						Y			
Lompoc Middle	606001						Y			
Lompoc Senior High	423306						Y			
Maple High (Cont.)										
Vandenberg Middle	606002						Y			
Orcutt Union Elementary										
Lakeview Junior High										
Orcutt Elementary										
Santa Barbara High										
Dos Pueblos Continuation High										
Dos Pueblos Senior High	423172				Y		Y	Y		
Goleta Valley Junior High	606003			Y	Y					
La Colina Junior High	606209			Y	Y		Y			
La Cuesta Continuation High										
La Cumbre Middle	606004			Y	Y		Y	Y		
Las Alturas High (Cont.)										
San Marcos Continuation High										
San Marcos Senior High	423523						Y	Y		
Santa Barbara Junior High	606005			Y	Y		Y	Y		
Santa Barbara Senior High	423572			Y	Y		Y	Y		
Santa Maria Joint Union High										
Delta High (Cont.)										
Righetti (Ernest) High	423461						Y			
Santa Maria High	423603						Y			
Santa Maria-Bonita Elementary										
El Camino Elementary	604599						Y			
Fesler (Isaac) Elementary	604601						Y			
Santa Ynez Valley Union High										
Refugio High (Cont.)										
Santa Ynez Valley Union High										
Solvang Elementary										
Solvang Upper										
Santa Clara County										
Alum Rock Union Elementary										
Fischer (Clyde L.) Middle	604614					Y				
George (Joseph) Middle	606891				Y	Y				
Mathson (Lee) Middle										
Ocala Middle										
Pala Middle	604628					Y				
Sheppard (William L.) Middle										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Berryessa Union Elementary										
Morrill Middle										
Piedmont Middle										
Sierramont Middle										
Cambrian Elementary										
Ida Price Middle										
Campbell Union Elementary										
Campbell Middle										
Monroe Middle										
Rolling Hills Middle										
Campbell Union High										
Blackford High (Cont.)										
Del Mar High										
Leigh High										
Prospect High	433613				Y					
Westmont High										
Cupertino Union Elementary										
Cupertino Intermediate										
Hyde Intermediate										
Kennedy Intermediate										
Miller Intermediate										
East Side Union High										
Apollo High (Cont.)										
Foothill High (Cont.)										
Genesis High (Cont.)										
Hill (Andrew P.) High	433299				Y			Y		
Independence High	433003						Y	Y		
Lick (James) High	433363							Y		
Mt. Pleasant High	433490				Y		Y	Y		
Oak Grove High	433520							Y		
Overfelt (William C.) High	433542						Y	Y		
Pegasus High (Cont.)										
Phoenix High (Cont.)										
Piedmont Hills High	433590							Y		
Santa Teresa High	433002							Y		
Silver Creek High	433790						Y	Y		
Yerba Buena High	433001		Y				Y	Y		
Evergreen Elementary										
Chaboya Middle										
Leyva (George V.) Intermediate										
Quimby Oak Intermediate										
Franklin-McKinley Elementary										
Fair (J. Wilbur) Junior High	604722							Y		
Sylvandale Junior High	604727							Y		

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Fremont Union High										
Cupertino High										
Fremont High										
Homestead High	433331				Y					
Lynbrook High										
Monta Vista High										
Gilroy Unified										
Gilroy High	433283						Y	Y		
Mt. MaDonna High (Cont.)										
South Valley Jr. High "A"										
South Valley Junior High	609821							Y		
Loma Prieta Joint Union Elemen										
English (C. T.) Middle										
Los Altos Elementary										
Blach (Georgina P.) Intermediate										
Egan (Ardis G.) Intermediate										
Los Gatos Union Elementary										
Fisher (Raymond J.) Middle										
Los Gatos-Saratoga Joint Union High										
Los Gatos High										
Saratoga High										
Milpitas Unified										
Calaveras Hills Continuation H										
Milpitas High	433447			Y	Y					
Rancho Milpitas Junior High										
Russell (Thomas) Junior High	604768				Y			Y		
Moreland Elementary										
Castro (Elvira) Middle										
Rogers (Samuel Curtis) Middle										
Morgan Hill Unified										
Britton (Lewis H.) Middle										
Central High (Cont.)										
Live Oak High										
Murphy (Martin) Middle										
Mountain View Elementary										
Graham (Isaac Newton) Middle										
Mountain View-Los Altos Union High										
Alta Vista High (Cont.)										
Los Altos High	433411				Y					
Mountain View High	433472				Y					
Mt. Pleasant Elementary										
Boeger (August) Junior High	604803				Y	Y				

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Oak Grove Elementary										
Bernal Intermediate										
Davis (Caroline) Elementary										
HErman (Leonard) Intermediate										
Palo Alto Unified										
Gunn (Henry M.) High										
Jordan (David Starr) Middle										
Palo Alto High										
Stanford (Jane Lathrop) Middle										
San Jose Unified										
Broadway High (Cont.)										
Burnett (Peter) Middle										
Castillero Middle	609541							Y		
Community Career Academy (Cont.)										
Gunderson High										
Gunderson Plus										
Harte (Bret) Middle										
Hoover (Herbert) Middle	606211							Y		
Leland High	433352							Y		
Leland Plus (Cont.)										
Lincoln (Abraham) High	433379							Y		
Markham (Edwin) Middle										
Muir (John) Middle	606011							Y		
Pioneer High	433594				Y			Y		
Pioneer Plus (Cont.)										
San Jose High Academy										
San Jose High Academy Plus (Cont.)										
Steinbeck Middle										
Willow Glen High	433895				Y					
Willow Glen Plus										
Santa Clara Unified										
Buchser Middle										
Cabrillo (Juan) Middle										
New Valley Continuation High										
Peterson Middle										
Santa Clara High										
Wilcox (Adrian) High	433880				Y					
Saratoga Union Elementary										
Redwood Middle										
Sunnyvale Elementary										
Columbia Middle										
Sunnyvale Middle										
Union Elementary										
Dartmouth Middle										
Union Middle										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Whisman Elementary										
Crittenden Middle										
Santa Cruz County										
Live Oak Elementary										
Del Mar Middle										
Pajaro Valley Joint Unified										
Aptos High	443051				Y		Y			
Aptos Junior High										
Hall (E.A.) Middle	604968				Y			Y		
Pajaro Middle	604975				Y					
Renaissance High (Cont.)										
Rolling Hills Middle										
Watsonville High	443790				Y		Y	Y		
San Lorenzo Valley Unified										
San Lorenzo Valley High										
San Lorenzo Valley Junior High										
Santa Cruz City High										
Branciforte Junior High										
Harbor High										
Loma Prieta High (Cont.)										
Mission Hill Junior High										
Santa Cruz High	443710						Y			
Soquel High										
Scotts Valley Unified										
Scotts Valley Middle										
Soquel Elementary										
New Brighton Middle										
Shasta County										
Anderson Union High										
Anderson High										
North Valley High (Cont.)										
West Valley High										
Black Butte Union Elementary										
Black Butte Jr. High										
Cascade Union Elementary										
Anderson Middle										
Cottonwood Union Elementary										
West Cottonwood Junior High										
Enterprise Elementary										
Parsons Junior High										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Fall River Joint Unified										
Burney Junior-Senior High										
Fall River Junior-Senior High										
Mountian View High (Cont.)										
Gateway Unified										
Buckeye Junior High										
Central Valley High										
Central Valley Intermediate										
Mountain Lakes High (Cont.)										
Happy Valley Union Elementary										
Happy Valley Elementary										
Junction Elementary										
Junction Intermediate										
Redding Elementary										
Sequoia Middle										
Shasta Union High										
Churn Creek High (Cont.)										
Enterprise High										
Foothill High										
Pioneer Continuation High										
Shasta High	453730				Y					
Sierra County										
Sierra-Plumas Joint Unified										
Downieville Junior-Senior High										
Loyalton High										
Loyalton Intermediate										
Pliocene Ridge Junior-Senior H										
Siskiyou County										
Butte Valley Unified										
Butte Valley High										
Cascade High (Cont.)										
Dunsmuir Joint Union High										
Dunsmuir High										
Etna Union High										
Etna Junior Senior High										
Scott River High (Cont.)										
Scott Valley Junior High										
Mt. Shasta Union Elementary										
Sisson Elementary										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Siskiyou Union High										
Happy Camp High										
Jefferson High (Cont.)										
McCloud High										
Mt. Shasta High										
Weed High										
Yreka Union Elementary										
Jackson Street Elementary										
Yreka Union High										
Discovery High (Cont.)										
Yreka High										
Solano County										
Benicia Unified										
Benicia High	483100			Y						
Benicia Middle										
Liberty High (Cont.)										
Dixon Unified										
Dixon High	483225			Y	Y		Y			
Jacobs (C.A.) Intermediate	605102			Y	Y		Y			
Maine Prairie High (Cont.)										
Fairfield-Suisun Unified										
Armijo High	483045			Y						
Bird (Mary) High (Cont.)										
Crystal Middle	605111			Y						
Dover Middle										
Fairfield High	483300			Y						
Grange Middle	609339			Y						
Green Valley Middle										
Sem Yeto Continuation High										
Suisun Elementary	610075			Y						
Sullivan (Charles L.) Middle										
Travis Unified										
Golden West Middle	605126			Y						
North Campus High (Cont.)										
Vanden High	483880			Y	Y					
Vacaville Unified										
Country High (Cont.)	483386			Y						
Jepson (Willis) Middle	606018			Y						
Vaca Pena Middle	610636			Y						
Vacaville High	483780			Y						
Wood (Will C.) High	483008			Y						

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Vallejo City Unified										
Franklin Junior High	606212			Y						
Hogan Senior High	483395			Y						
Peoples High (Cont.)	483805			Y						
Solano Junior High										
Springstowne Junior High										
Vallejo Junior High	609591			Y						
Vallejo Senior High	483850			Y						
Sonoma County										
Cloverdale Unified										
Cloverdale High										
Johanna Echols-Hansen High (Cont.)										
Washington Street Elementary										
Cotati-Rohnert Park Unified										
Creekside Middle										
El Camino High (Cont.)										
Mountain Shadows Middle										
Phoenix High (Cont.)										
Rancho Cotate High	493548				Y					
Geyserville Unified										
Geyserville Continuation High	493005				Y					
Geyserville Educational Park High										
Geyserville Middle										
Harmony Union Elementary										
Salmon Creek Middle										
Healdsburg Unified										
Healdsburg High	493255							Y		
Healdsburg Junior High	606022							Y		
Mountain View Continuation High										
Petaluma Joint Union High										
Carpe Diem High (Cont.)										
Casa Grande High	493001				Y					
Kenilworth Junior High										
Petaluma High	493515				Y					
Petaluma Junior High										
San Antonio High (Cont.)										
Sonoma Mountain High (Cont.)										
Santa Rosa High										
Allen (Elsie) High	493016				Y					
Cook (Lawrence) Junior High										
Grace High (Cont.)										
Hilliard Comstock Junior High										
Mesa High (Cont.)										
Midrose High (Cont.)										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Montgomery High										
Nueva Vista High (Cont.)										
Piner High										
Ridgway High (Cont.)										
Rincon Valley Jr. High										
Santa Rosa High										
Santa Rosa Junior High										
Slater (Herbert) Middle										
Sebastopol Union Elementary										
Brook Haven Elementary										
Sonoma Valley Unified										
Altimira Middle										
Creekside High (Cont.)										
Sonoma Valley High										
Twin Hills Union Elementary										
Twin Hills Middle										
West Sonoma County Union High										
Analy High										
El Molino High										
Gerboth (Jack) High (Cont.)										
Laguna High (Cont.)										
Nuevo Leon High (Cont.)										
Windsor Unified										
Windsor High										
Windsor Middle										
Stanislaus County										
Ceres Unified										
Argus High (Cont.)										
Blaker-Kinser Junior High										
Ceres High										
Mae Hensley Junior High										
Denair Unified										
Denair High										
Denair Middle										
Empire Union Elementary										
Teel Middle										
Hughson Union Elementary										
Ross (Emilie J.) Elementary										
Hughson Union High										
Dickens (Billy Joe) High (Cont.)										
Hughson High										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Modesto City Elementary										
Hanshaw (Evelyn) Middle										
La Loma Jr. High										
Roosevelt Jr. High										
Twain (Mark) Jr. High										
Modesto City High										
Beyer (Fred C.) High										
Elliot (Robert) Altern. Educ.										
Grace M. Davis High	503138									
Johansen (Peter) High										
Modesto High										
Thomas Downey High										
Newman-Crows Landing Unified										
Orestimba High	503590				Y					
West Side Valley High (Cont.)										
Yolo Elementary										
Oakdale Joint Union High										
East Stanislaus High (Cont.)										
Oakdale High										
Riverbank High	503685				Y					
Oakdale Union Elementary										
Oakdale Junior High										
Patterson Joint Unified										
Del Puerto High (Cont.)										
Patterson High										
Patterson Junior High										
Riverbank Elementary										
Cardozo Middle										
Salida Union Elementary										
Salida Elementary										
Stanislaus Union Elementary										
Prescott Senior Elementary										
Sylvan Union Elementary										
Somerset Middle										
Ustach (Elizabeth) Middle										
Turlock Joint Elementary										
Turlock Junior High										
Turlock Joint Union High										
Roselawn High (Cont.)										
Turlock High										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Sutter County										
East Nicolaus Joint Union High										
East Nicolaus High										
Live Oak Unified										
Live Oak High										
Live Oak Middle										
Valley Oak Continuation High										
Sutter Union High										
Butte View High (Cont.)										
Sutter High										
Yuba City Unified										
Gray Avenue Elementary										
Karperos (Andros) Middle										
Powell (Albert) Continuation										
Yuba City High	513900				Y					
Tehama County										
Antelope Elementary										
Berrendos Elementary										
Corning Union Elementary										
Maywood Intermediate										
Corning Union High										
Centennial (Continuation) High										
Corning High										
Evergreen Union Elementary										
Evergreen Middle										
Los Molinos Unified										
Los Molinos High										
Red Bluff Joint Union High										
Red Bluff High										
Salisbury High (Cont)										
Red Bluff Union Elementary										
Vista Middle										
Trinity County										
Mountain Valley Unified										
Hayfork High										
Valley High (Cont.)										
Southern Trinity Joint Unified										
Mt. Lassic High (Cont.)										
Southern Trinity High										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Trinity Union High										
Alps View High (Cont.)										
Trinity High										
Tulare County										
Alpaugh Unified										
Alpaugh Junior-Senior High										
Tule High (Cont.)										
Burton Elementary										
Burton Middle										
Cutler-Orosi Joint Unified										
Lovell High (Cont.)										
Orosi High	543323									
Yettem High (Cont.)										
Dinuba Elementary										
Washington Intermediate										
Dinuba Joint Union High										
Dinuba High	543118				Y		Y			
Sierra Vista High (Cont.)										
Earlimart Elementary										
Earlimart Middle	605403							Y		
Exeter Union Elementary										
Wilson Middle										
Exeter Union High										
Exeter High										
Kaweah High (Cont.)										
Farmersville Unified										
Farmersville Junior High										
Lindsay Unified										
Cairns (John J.) Continuation High										
Garvey (Steve) Junior High										
Golden Hills Alternative High (Cont.)										
Lindsay Senior High										
Pixley Union Elementary										
Pixley Elementary	605420				Y					
Porterville Elementary										
Bartlett Intermediate										
Pioneer Intermediate										
Porterville Union High										
Citrus High (Cont.)										
Monache High										
Porterville High	543411						Y			

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Stone Corral Elementary										
Stone Corral Elementary	605437				Y					
Strathmore Union High										
Frazier High (Cont.)										
Strathmore High										
Terra Bella Union Elementary										
Smith (Carl) Middle										
Tulare City Elementary										
Cherry Middle										
Live Oak Middle										
Mulcahy Middle										
Tulare Joint Union High										
Tulare High	543540				Y					
Tulare Tech Prep Cont. High										
Tulare Western High	543546				Y					
Valley High (Cont.)										
Visalia Unified										
Divisadero Middle										
Golden West High	543004				Y		Y			
Green Acres Middle										
La Joya Middle										
Mt. Whitney High	543282				Y		Y			
Packwood Elementary										
Redwood High	543452				Y		Y			
Sequoia High (Cont.)										
Valley Oak Middle	609237				Y					
Woodlake Union Elementary										
Woodlake Valley Middle	605476				Y					
Woodlake Union High										
Bravo Lake High (Cont.)										
Woodlake High	543628				Y					
Tuolumne County										
Big Oak Flat-Groveland Unified										
Pedro (Don) High										
Tioga High										
Sonora Union High										
Cassina (Dario) High (Cont.)										
Sonora High										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Summerville Union High										
Cold Springs High										
Long Barn High (Cont.)										
Southfork High										
Summerville High										
Tuolumne High (Cont.)										
Ventura County										
Conejo Valley Unified										
Colina Intermediate										
Conejo Valley High (Cont.)										
Los Cerritos Middle										
Newbury Park High										
Redwood Intermediate	605589				Y					
Sequoia Intermediate	606730				Y					
Thousand Oaks High	563700				Y					
Waverly High (Cont)										
Westlake High	563011				Y					
Fillmore Unified										
Fillmore Community High (Cont.)										
Fillmore Junior High	606032						Y			
Fillmore Senior High	563202				Y		Y			
Hueneme Elementary										
Blackstock (Charles) Junior High	605503						Y			
Green (E. O.) Junior High	605504						Y			
Moorpark Unified										
Chaparral Middle	610223						Y			
Community High (Cont.)										
Mesa Verde Middle										
Moorpark High	563325						Y			
Oak Park Unified										
Medea Creek Middle										
Oak Park High										
Oak View High (Cont.)										
Ocean View Elementary										
Ocean View Junior High	608489						Y			
Ojai Unified										
Chaparral High (Cont.)										
Matilija Junior High										
Nordhoff High										
Oxnard Elementary										
Frank (Robert J.) Intermediate										
Fremont Intermediate	605531				Y		Y			
Nueva Vista Intermediate										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Oxnard Union High										
Camarillo (Adolfo) High										
Channel Islands High	563174						Y	Y		
Frontier High (Cont.)										
Hueneme High	563284						Y	Y		
Oxnard High	563454						Y	Y		
Rio Mesa High	563476						Y	Y		
Pleasant Valley Elementary										
Los Altos Intermediate										
Monte Vista Intermediate										
Rio Elementary										
Rio Del Valle Elementary	605549						Y			
Santa Paula Elementary										
Isbell Middle	605559						Y			
Santa Paula Union High										
Renaissance High (Cont.)										
Santa Paula High	563577						Y			
Simi Valley Unified										
Apollo High (Cont.)										
Hillside Junior High										
Royal High	563500									Y
Sequoia Junior High	606903				Y					
Simi Valley High										
Sinaloa Junior High										
Valley View Junior High										
Ventura Unified										
Anacapa Middle										
Balboa Middle	606037						Y			
Buena High	563079						Y			
Buena Vista High (Cont.)										
Cabrillo Middle										
De Anza Middle	606215						Y			
Pacific High (Cont.)										
Ventura High	563782						Y			
Ventura Islands High (Cont.)										
Yolo County										
Davis Joint Unified										
Davis Senior High	573220				Y		Y			
Emerson (Ralph Waldo) Junior H	606624				Y					
Holmes (Oliver Wendell) Junior	606039				Y		Y			
King (Martin Luther) High (Cont.)										

School Participation Report for Outreach Programs

Institution Name	School Code	Access CCPP	CAPP	Cal-SOAP	Avid	CRP	EAOP	MESA	Middle College	UCSC
Esparto Unified										
Esparto Elementary	605631			Y			Y			
Esparto High	573290			Y	Y		Y			
Esparto Middle	611216			Y	Y					
Madison Community High (Cont)										
Washington Unified										
Golden State Middle	609833			Y				Y		
River City Senior High	573515						Y	Y		
Yolo High (Cont.)										
Winters Joint Unified										
Winters High	573850			Y			Y			
Winters Middle	609536						Y			
Wolfskill High (Cont.)	573004			Y						
Woodland Joint Unified										
Beamer Elementary	605644							Y		
Dingle Elementary	605646							Y		
Douglass Junior High	607127				Y		Y	Y		
Freeman Elementary	605647							Y		
Grafton Elementary	605649							Y		
Lee Junior High	605651				Y		Y	Y		
Rhoda Maxwell Elementary	606625							Y		
Woodland Community (Cont.)										
Woodland Prairie Elementary	610716							Y		
Woodland Senior High	573880				Y		Y	Y		
Zamora Elementary	609667							Y		
Yuba County										
Marysville Joint Unified										
Alicia Intermediate	605661							Y		
Foothill Intermediate										
Lindhurst High	583001				Y					
Marysville High										
McKenney Intermediate										
North Marysville Continuaton High										
South Lindhurst Continuation High										
Yuba Gardens Intermediate										
Wheatland Elementary										
Bear River Elementary										
Wheatland Union High										
Wheatland Union High										

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 17 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. Six others represent the major segments of postsecondary education in California. Two student members are appointed by the Governor.

As of February 1997, the Commissioners representing the general public are:

Jeff Marston, San Diego; *Chair*
Guillermo Rodriguez, Jr., San Francisco; *Vice Chair*
Mim Andelson, Los Angeles
Henry Der, San Francisco
Lance Izumi, San Francisco
Kyo "Paul" Jhin, Malibu
Bernard Luskin, Encino
Melinda G. Wilson, Torrance
Vacant

Representatives of the segments are:

Kyhl Smeby, Pasadena; appointed by the Governor to represent the Association of Independent California Colleges and Universities;

Philip E. del Campo, LaMesa, appointed by the Board of Governors of the California Community Colleges;

Gerti Thomas, Albany; appointed by the California State Board of Education;

William D. Campbell, Newport Beach; appointed by the Trustees of the California State University;

Frank R. Martinez, San Luis Obispo; appointed by the Council for Private Postsecondary and Vocational Education; and

David S. Lee, Santa Clara; appointed by the Regents of the University of California.

The two student representatives are:
Stephen R. McShane, San Luis Obispo
John E. Stratman, Jr., Orange

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory body to the Legislature and Governor, the Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any of them. Instead, it performs its specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of Executive Director Warren Halsey Fox, Ph.D., who is appointed by the Commission.

Further information about the Commission and its publications may be obtained from the Commission offices at 1303 J Street, Suite 500, Sacramento, California 98514-2938; telephone (916) 445-7933.

PROGRESS REPORT ON THE EFFECTIVENESS OF COLLABORATIVE STUDENT ACADEMIC DEVELOPMENT PROGRAMS

Commission Report 96-11

ONE of a series of reports published by the California Postsecondary Education Commission as part of its planning and coordinating responsibilities. Single copies may be obtained without charge from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938. Recent reports include:

1996

96-1 *California Postsecondary Education Commission Workplan, 1996 Through 2000* (February 1996)

96-2 *Performance Indicators of California Higher Education, 1995: The Second Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991)* (February 1996)

96-3 *Changes in College Participation: Promise or Peril? -- Adding the Interstate Dimension: A Report by the California Postsecondary Education Commission Executive Director Warren H. Fox* (February 1996)

96-4 *Progress Report on the Community College Transfer Function: A Report to the Governor and Legislature in Response to Senate Bill 121 (Chapter 1188, Statutes of 1991)* (June 1996)

96-5 *Faculty Salaries at California's Public Universities: A Report to the Governor and Legislature in Response to Senate Concurrent Resolution No. 51 (1965)* (June 1996)

96-6 *Moving Forward: A Preliminary Discussion of Technology and Transformation in California Higher Education* (June 1996)

96-7 *Fiscal Profiles, 1996: The Sixth in a Series of Factbooks About the Financing of California Higher Education* (September 1996)

96-8 *Student Profiles, 1996: The Latest in a Series of Annual Factbooks About Student Participation in California Higher Education* (October 1996)

96-9 *Project ASSIST (Articulation System Stimulating Interinstitutional Student Transfer): Staff Comments on the Final Evaluation Report Prepared by the Carrera Consulting Group* (December 1996)

96-10 *Performance Indicators of California Higher Education, 1996: The Third Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991)* (December 1996)

96-11 *Progress Report on the Effectiveness of Collaborative Student Academic Development Programs: A Report of the California Postsecondary Education Commission* (December 1996)

1997

97-1 *Coming of [Information] Age in California Higher Education: A Survey of Technology Initiatives and Policy Issues* (February 1997)